



LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS

LETTER

Henrik Earns National Recognition!

"We love how creative you were in creating a really intriguing story."

A huge well done to Henrik-Bror Berntsson who has won a Highly Commended Prize in First Story's Six Word Story Competition 2025. Henrik's fabulous story, *She made popcorn. I heard gunfire*, was one of three stories put forward following Longcroft's in-house competition.



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First Story is England's leading creative writing charity for young people. The annual Six Word Story competition is a challenge in concise storytelling inspired by Ernest Hemingway's famous six word story, "For sale: baby shoes, never worn." Young writers are asked to captivate an experienced panel of judges in just six words – a real skill and testament to their creativity in the flash fiction challenge.

Nearly 900 young writers competed in the national competition, which was judged by Klara Armstrong, Megan Chester and Aneesah Begum from Penguin Random House. The judges, who were hugely impressed by the entries, described the stories as a mix of **'witty, emotive, and clever'**. They said: "We love how creative you were in creating a really intriguing story."



Ms Steele, Head of English, said: "To have one of our pupils recognised in a national competition is wonderful – a tremendous achievement. I am aware that Longcroft works closely with First Story and the charity offers wonderful opportunities for pupils and Sixth Form students to improve aspects of their English and test themselves. Congratulations Henrik!"

Henrik will receive a prize of a selection of Penguin Random House books, a certificate and a notebook. Everyone at Longcroft is incredibly proud of Henrik's achievement!





Headteacher's Welcome

Recognising the achievements of our young people is important to us at Longcroft and we are incredibly proud of our community.

You will have noted the staggering numbers of positive acts of Heart, Thought and Vision that are recorded through our ClassCharts Rewards programme each week with over 550,000 already this academic year! We remain well on track to meet the 'Magic 1.2 Million' target that I set back in September. It is always great to see our 'Golden Buzzer' winners joining us for hot chocolate every Friday and hearing all about their nominations each week, as well as seeing so many of our children being recognised for their weekly 100% attendance awards. Our Jump in to January initiative has also been a huge success and I have been out in classes today with spot prizes for some of the many pupils who are brilliantly maintaining their attendance streaks.

Since Christmas, I have continued to receive communications from the local community praising our pupils and students and celebrating the achievements of the school. One resident this week, for example, wrote to express how smart our pupils looked on the way to school and how polite and courteous they are. She expressed how much she enjoyed talking to them every day when she walks her dog, and said that we should 'be very proud' - as we are! We see in many different ways every day our young people demonstrating our Longcroft Standard, seen and unseen, and it is hugely encouraging to know that increasingly the local community are witnessing and sharing that too.

In addition, we have received wonderful feedback from venues and organisations that we have visited or have been in to school, through what has been another busy week of events, trips and visits. Year 7 enjoyed the first of our 'well-being days' programme in partnership with our NHS specialist team; our 'Forest School' pupils arrived back with broad smiles (and muddy boots) from their weekly adventures; we've had pupils from across Year 9, 10 and 11 taking part in the UKMT Senior Maths Challenge; Year 10 racing hydrogen cars with the Northern Gas Network

in Science; and our Scholars Programme has reached its finale for our amazing Year 9 delegates. Our sports teams are flying with success in local netball and football fixtures as well as quarter final cup success for our Year 8 girls against Whitgift Academy, some outstanding performances in the regional cross country championships and our Year 8 boys being crowned East Riding Indoor Cricket Champions, beating Hymers College in a thrilling final!

On Wednesday last week, we welcomed our Year 12 and 13 families for a parents' consultation evening and there is much to celebrate with our post 16 students across the curriculum. Following the impressive feedback from Ofsted last year, our Sixth Form offer continues to move from strength to strength with many of our Year 11 again choosing to join our East Yorkshire Sixth Form at Longcroft this year alongside increased interest from pupils across a range of local schools.

On Thursday this week it was the turn of Year 11 families to join us for our Exam Preparation Event. This included the launch of our programme for the next 12 school weeks, guidance on research informed revision strategies and subject level advice for the next round of mock examinations after half term. The event was really well received and it was great to see so many in attendance. Mr Henderson will be circulating the resources to anyone who was unable to be there and if you have any questions or require support of any kind, then please do get in touch.

Our Newsletter is a great vehicle for us to celebrate our young people and we are never short of things to share. This week we have further details on events I've mentioned here as well as our brilliant sports leaders supporting local primary schools in the latest zoneball event and a look ahead to Children's Mental Health Week in our Library News. Enjoy and 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

59,310

THOUGHT

256,184

VISION

241,404

GRAND

TOTAL:

556,898





LOWER SCHOOL



Mr Worthington writes:

Firstly this week, congratulations to our fantastic Year 8 girls' football team who braved atrocious weather conditions to defeat Grimsby's John Whitgift Academy 4 – 3 in the Humberside Small Schools Cup quarter final. A hat-trick from winger Leah and a goal from Frankie saw the team reach the semi-final. Well done to all the players and coach Mr Deer!

I also want to congratulate several Year 9 pupils on being awarded a Golden Buzzer by my colleagues last week.

Luke Chadwick - Outstanding bird drawings. Mrs Holmes

Madilyn Duff - Superb effort in History! Mr Pearson said: "Madilyn showed great commitment to independent work on the Holocaust and further independent work on the intricacies involved in the long-term, medium-term and short-term causes of WWII. She has a fantastic attitude, showing resilience, resourcefulness and independence - just brilliant!"

Billie Grace Featherstone – Mr Taylor said: "I am incredibly impressed with Billie's recent oral contributions in her Reciprocal Reading sessions. Her comments show a very perceptive mind and I see a maturity in her attitude. Keep up the good work Billie."

Dom Skilbeck - For being so helpful. Mrs Newsam

Have you ever wondered how the apps you use, the video games you play, or the websites you visit are created? The magic behind it all is computer science—and learning to code is a huge part of it. But why should our pupils care about coding?

In today's world, almost everything is powered by technology. From the phone in your pocket to the smart devices in your home, computer science is at the heart of it all. By learning to code, you're learning how to be a part of that technology revolution. It's like being able to speak the language that makes all these amazing tools work.



Coding is all about solving problems. When you write a program, you're essentially figuring out how to make a machine do something you want it to do. It's like cracking a code. You'll get better at breaking down complex problems into smaller, manageable steps, which is a skill that will help you not only in Computer Science but in other subjects, and in life, too.

I have enjoyed spending time in Computer Science lessons this week; one class in particular were working really hard at building websites in notepad using Hypertext Markup Language (HTML). Some of the answers given were fantastic, such as Thomas being able to articulate that `https://` is used for secure websites, and Kinley identifying how slash notation is used to close brackets in HTML.

The demand for people who know how to code is huge, and it's only going to grow. Careers in computer science span everything from creating games and apps, to designing websites, to developing software for science and medicine. Even if you don't want to become a professional coder, the skills you learn can set you up for success in many different industries.

Coding isn't just about logic and numbers, it's also about creativity! You can build your own website, create a game, or develop an app that might change how people do things. The world needs innovative thinkers who can solve problems in new ways, and coding gives people the tools to turn your ideas into reality.

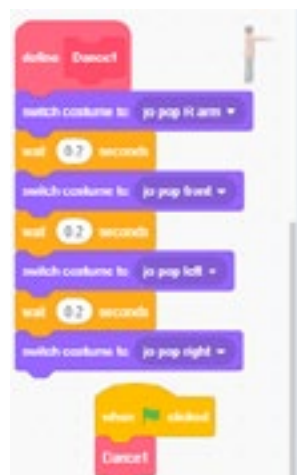
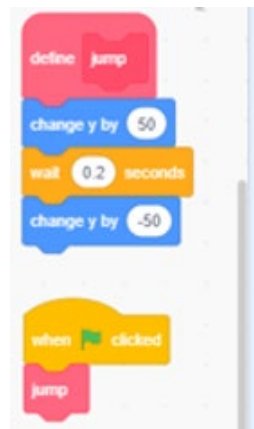
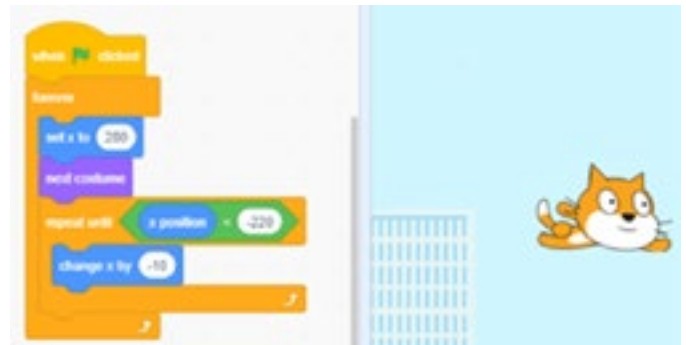
What I find fun about coding is that you get to see the results of your work immediately, whether that's a game you've built, a webpage that comes to life, or a program that does exactly what you want. Plus, there are plenty of online resources, challenges, and competitions where you can test your skills and see how you measure up against others.

You don't have to be a genius to learn coding. Many of the world's best programmers started out just like our pupils, curious and willing to learn. There are plenty of beginner-friendly languages like Scratch, Python, and HTML that are perfect for Key Stage 3 pupils. With practice, you'll be surprised at what you can create! See an example here of the wonderful projects our pupils have been working on.

Wherever a pupil is on their coding journey, there are loads of resources at your fingertips. You can try coding games, apps, or even join coding clubs at school. We say to every pupil at Longcroft, "Don't worry if it feels tricky at first, every coder starts somewhere, and the more you practice, the better you'll get."

Remember, coding isn't just about being good with computers. It's about learning to think in new ways, problem solving and working creatively. The possibilities are endless!

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

George D'Andilly
James Swan
Imogen Logan
Anabel Blyth
Alisa McKay
Florence Crabtree
Evie Cunningham
Holly Artley Tolson
Annabel Naylor
Lottie Johnston

Year 8

Holly Watson
Sophie Clayton
Finley Barrett
Max Dixon
Holly Abel
Owen Harper
Jake Redmond
Elizabeth Dale
Henry Coates
Amelia High

Year 9

Alfie Robinson
Neve Meagher
Charlotte Sutcliffe
James Shiels
Lydia Chapman
Holly Ruston
Aaron Davies
Nathan Steele
Patrick Marham
Lily Curtis
Luke Chadwick
Lily Thornton
Olivia Lax

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: Evie Cunningham

Year 8: Alex Waterson

Year 9: Sarah Shrimpton



UPPER SCHOOL



Mr Henderson writes:

The last week has been very busy for Year 11 pupils. Despite this, I was delighted that Katie and Amy gave up their time to act as officials for Year 8's Humberside Schools' Cup fixture – an important game and a significant responsibility for the girls, who are both keen footballers, to take on.

Mrs Henderson said: "Both girls did an excellent job – I know I can always rely on them!"

I was also delighted to hear from Mr Cassidy that several Year 10 pupils had been awarded the Golden Buzzer by one of my colleagues last week. Congratulations to these pupils!

Isabelle Birch – A great job in the timed response - well done! Mr Deer

Ava Bryce – An excellent attitude in the UKMT practice, answering questions beyond question 15 and scoring points for them. Well done! Mrs Low

Luci Stewart – A positive attitude to lessons. Mr Henderson

Charlotte Burnett - Charlotte went above and beyond in order to assist in the return of school equipment. Mrs Thwaites

Lucas Edwards – Continuous effort in Maths every lesson. Mrs Woolner

Mia Selleck - Making a superb start to GCSE Geography with lots of positive verbal contributions. Mr Haworth

Year 11 pupils have been having academic review meetings this week, and we also enjoyed a successful Exam Preparation Evening on Thursday. Thanks to all that came; it was a very busy night. The academic reviews are nearly complete, these meetings involve a discussion on revision techniques, the appropriate amount of revision and next steps. Linking the pupils with the next steps to revision is so important - it can secure motivation towards success in the exams.

As the 2025 Mock and GCSE exams approach, it's the perfect time to think about the study habits that will help you perform pupils perform their best. Good study habits don't just improve your chances of success—they also reduce stress and help you stay on top of your work. Whether your child is feeling confident or a little overwhelmed, these tips can guide them toward a more productive and balanced approach to revision.



Effective Study Habits for Success in Your 2025 GCSEs

1. Create a Realistic Revision Timetable

One of the most effective ways to stay organised is to create a revision timetable. Start by mapping out the days and weeks leading up to your exams. Be realistic about how much time you can dedicate to studying each day and make sure to include breaks to avoid burnout. A well-balanced schedule allows you to focus on different subjects without cramming everything into one session.

****Tip: Prioritise subjects you find more challenging and allocate time for both theory and practice exams. Don't forget to schedule some downtime for relaxation and hobbies too!**

2. Set Clear, Achievable Goals

Setting specific, measurable goals for each study session can help you stay focused. For example, instead of saying "study Maths", set a goal like, "complete 10 algebra practice questions" or "revise the photosynthesis process." Clear targets make it easier to track your progress and give you a sense of accomplishment.

****Tip: Break large tasks into smaller chunks to avoid feeling overwhelmed. Achieving mini-goals along the way builds confidence and keeps motivation high.**

3. Use Active Learning Techniques

Active learning—where you engage with the material rather than passively reading—has been shown to improve retention. Try techniques like summarising key points in your own words, teaching the material to someone else, or testing yourself regularly. This approach helps reinforce what you've learned and makes your revision more effective.

****Tip: Flashcards, mind maps, and practice exams are all great tools for active learning. The more you engage with the content, the better you'll remember it.**

4. Take Regular Breaks

It's easy to think that longer study sessions lead to better results, but research shows that taking regular breaks improves focus and productivity. After 25–30 minutes of studying, take a 5–10 minute break. This helps to refresh your mind and prevents fatigue, allowing you to stay focused for longer.

****Tip: Use the "Pomodoro Technique," where you study for 25 minutes and then take a 5-minute break. After four study sessions, take a longer 20-30 minute break.**

5. Stay Active and Get Enough Sleep

Physical and mental well-being are just as important as revision itself. Regular exercise, whether it's a brisk walk or a sports activity, can improve your mood, boost energy levels, and enhance concentration. Sleep is equally important—aim for 7-9 hours each night to ensure your brain is well-rested and ready to absorb information.

****Tip: Avoid late-night cramming, as studying into the early hours can disrupt your sleep pattern and affect your performance the next day.**



6. Stay Organised and Minimise Distractions

A cluttered study space can lead to a cluttered mind. Keep your workspace tidy, and make sure it's well-lit and free from distractions. If you tend to get distracted by your phone, try using apps that block social media or set a specific time for checking messages so you don't interrupt your study flow.

****Tip: Use the "two-minute rule"—if something can be done in two minutes or less (like answering an email), do it right away, so it doesn't distract you later.**

7. Use Resources Wisely

In addition to your textbooks, there are many online resources that can help you prepare for your GCSE exams. Websites like GCSEPod, SPARX Maths, BBC Bitesize, Quizlet, and past exam papers can provide valuable practice and help you understand the types of questions to expect. Don't hesitate to ask your teachers for clarification or extra resources in areas where you're struggling.

****Tip: Mix up your study materials to keep things interesting—videos, podcasts, interactive quizzes, and group study sessions can make a difference.**

8. Stay Positive and Keep a Growth Mindset

The way you approach challenges can have a big impact on your results. Adopt a growth mindset, which is the belief that abilities can be developed through dedication and hard work. Instead of worrying about how difficult a subject is, focus on what you can improve and take pride in your progress. Remember, setbacks are part of the learning process!

****Tip: Celebrate small wins along the way—whether it's mastering a tough topic or completing a difficult practice paper. Positive reinforcement boosts morale.**

9. Keep Your Well-Being in Check

Studying for GCSEs can feel overwhelming at times, but remember that your mental health matters. If you're feeling stressed, anxious, or unsure, talk to someone—whether it's a teacher, a friend, or a family member. Taking time to relax, reflect, and look after yourself will keep you in the right frame of mind for exams.

****Tip: Try mindfulness exercises, meditation, or simply taking a walk outdoors to reduce stress.**

In Conclusion

The key to success in your 2025 GCSEs isn't just about how many hours you spend studying—it's about how effectively you use your time, the techniques you employ, and how you manage your well-being along the way. By building good study habits now and sticking with them, you'll give yourself the best possible chance to succeed.

Mr Henderson
Head of Upper School



CAREER OF THE WEEK: Biomedical Scientist

What does a biomedical scientist do?

Biomedical scientists carry out a range of laboratory and scientific tests to support the diagnosis and treatment of disease. They investigate a range of medical conditions, including cancer, diabetes, blood disorders, meningitis, hepatitis and AIDS. They also perform a key role in screening for diseases, identifying those caused by bacteria and viruses and monitoring the effects of medication and other treatments. They work with computers, sophisticated automated equipment, microscopes and other hi-tech laboratory equipment. The work is highly varied, practical and analytical. Biomedical scientists usually specialise in one of four areas – infection sciences, blood sciences, cell sciences, or genetics and molecular pathology. They work closely with doctors, nurses and other healthcare professionals. Most biomedical scientists work in the NHS. Some work for government bodies/departments, in the armed forces, for a university or for a pharmaceutical manufacturing company.

What can I expect to earn as a biomedical scientist?

If you work in the NHS you'll typically start at band 5 of the [Agenda for Change](#) pay system (currently £29,970 to £36,483). As you gain experience, this could rise to band 6 (£37,338 to £44,962) and could progress as high as band 9 (£105,385 to £121,271).

What subjects should I study to become a biomedical scientist?

Whichever route you choose to become a biomedical scientist you will need the equivalent of A' Level's including at least one science (biology/chemistry).

How can I start my career as a biomedical scientist?

There are several entry routes to become a biomedical scientist in the NHS:

- through the [NHS Practitioner Training Programme](#) where you will complete an accredited integrated BSc degree in Healthcare Science.
- a biomedical science degree accredited [by the Institute of Biomedical Science \(IBMS\)](#) and approved by the [Health and Care Professions Council](#)
- by gaining employment with the NHS as a trainee biomedical scientist.

If you're interested in becoming a biomedical scientist in the armed forces, the [Army](#), [Royal Navy](#) and the [Royal Air Force](#) all offer degree sponsorship.

You could start as a [healthcare science assistant or associate](#) and with experience and further training (and, provided you have the academic ability) you could apply for the NHS Practitioner Training programme and take a BSc (Hons) degree in Healthcare Science.

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

Other useful websites to find out more about a career as a biomedical scientist:

NHS Careers - <https://www.healthcareers.nhs.uk/explore-roles/healthcare-science/roles-healthcare-science/life-sciences/biomedical-science>

The Institute of Biomedical Science - <https://www.ibms.org/education/>

Working in biomedical science <https://www.ibms.org/resources/discover-biomedical-science/working-in-biomedical-science/>





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

Poppy Cooper
Sadie Colclough
Sam Al Budri
Ellie Mulvana
Millie Wisher
Ellie Eaton
Ben Smedley
Levi Petherbridge
Ben Carlyle Smith
Thomas Wells

Year 11

Daniel Parkinson
Sam Smedley
Aneena Seby
Tabitha Coupe
Oliver Sysum
Amelia Purchon
Elise Forster
Rachel Harris
Poppy Robinson
Libby Muralee

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 10: Emelia D'Andilly
Year 11: Elise Jenkinson



Mr Chapman writes:



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM

Last week we had a landmark moment in our Sixth Form calendar where our Drama students performed their piece to Sixth Form students.

It's always a highlight and this year I caught up with Ella, who studies Drama and Erin, a Sixth Form student who went to watch the piece.

Firstly, I spoke with Ella...

What was the title of the piece and what was it based on?

The title of our piece was called Psychosis and it was based around mentally ill people who had a doctor who was also mentally ill but tried to trick everyone else into thinking that they were completely sane.

Where and when did your performance take place?

Our performance took place on the 23rd January in our Drama studio.

What was the most challenging aspect of this piece to perform?

I think for me the most challenging aspect of this piece to perform was my monologue as I had to think about how fast my pace was when speaking but also had to focus on making sure I acted to the best of my ability.



What did you enjoy learning about for this piece?

Whilst studying this play, I enjoyed learning about a different type of theatre compared to what we usually perform.

How did you feel after you had performed it?

After I finished performing I felt relieved to know that all the stress for this exam was worth it as I felt that I succeeded in the expectations I gave myself.

Then I spoke with Erin...

Why did you watch the piece?

I watched the piece as my friend Ella played a part in it so I wanted to show my support and see her acting.

What was the piece about?

The piece was about mentally ill patients that were being controlled by a doctor who turned out to be a patient themselves.



What did you think about seeing Sixth Form students performing?

I thought that they were all extremely talented and performed their roles to a professional standard.

Was it hard to watch? Why?

Yes, I thought it was a hard watch as some scenes referred to difficult topics that were presented so well that it felt so real.

Thank you, Erin, and well done to Ella, her fellow Drama students and, of course, Mr Thomson who consistently delivers outcomes in A Level Drama and Theatre Studies of an exceptionally high standard.

Mr Chapman
Head of Sixth Form



SAFEGUARDING



Mr Rogers writes:

Great Vision:

Inspiring Ambition, Confidence, and Openness in Our Pupils

At Longcroft, we are committed to helping every pupil leave school as a **confident, articulate, well-qualified, and responsible young adult**—ready to make a positive impact in the world. Our **Great Vision** value focuses on nurturing three key attributes that will support our pupils and students in achieving their full potential:

- ✓ **Confidence** – Encouraging pupils to express themselves, take responsibility for their actions, and develop the qualities of an active citizen.
- ✓ **Ambition** – Instilling a strong sense of purpose, setting high aspirations, and developing the resilience to achieve their goals.
- ✓ **Openness** – Encouraging an open-minded approach to learning, embracing new experiences, and understanding different perspectives.



Why Ambition Matters

Ambition is a key driver of success in life. Pupils with ambition set goals, take initiative, and work hard to overcome challenges. To support this, we encourage them to develop key habits that will help them succeed, such as:

- ✦ **Setting clear, measurable goals** – Whether it's improving a grade or learning a new skill, success starts with a plan.
- ✦ **Taking initiative** – Seeking out opportunities to improve, such as asking teachers for feedback.
- ✦ **Persevering through setbacks** – Learning from mistakes and continuing to strive for better.
- ✦ **Managing time effectively** – Balancing schoolwork, revision, and extracurricular commitments.
- ✦ **Building confidence** – Believing in themselves and their ability to grow.

How You Can Support at Home

Parents play a vital role in fostering ambition and resilience. Here are some ways to support your child:

- ✓ **Encourage goal-setting** – Ask your child what they want to achieve this term and help them break it into smaller steps.
- ✓ **Promote a positive mindset** – Remind them that challenges are opportunities to learn and grow.
- ✓ **Support organisation skills** – Help them create a study plan and manage their time wisely.
- ✓ **Celebrate progress** – Recognise their efforts and achievements, big or small.

Creating a Culture of Success

Success is not just about academic achievement—it's about developing the skills and mindset to navigate life's challenges. As a school, we are committed to providing the right support, encouragement, and opportunities to help every pupil develop their **Great Vision**.

Mr Rogers
Deputy Headteacher



What Parents & Carers Need to Know about BEREAL

BeReal is the latest trending social media app. The concept is that people see others in their authentic day-to-day lives, sharing candid photos without editing or applying filters. Each day at a random time, users are simultaneously notified to take a picture of what they're doing at that exact moment. The two-minute window to submit an image means there's no time to select a particularly glamorous or exciting activity. BeReal shares two pictures: a selfie, and an image of the immediate surroundings. Users can only view and react to their friends' photos once they upload their own.

AGE RATING

13+

from the
App Store &
Google Play

WHAT ARE THE RISKS?

CONTINUOUS NOTIFICATIONS

Like any social media app, BeReal's developers want users to be on it regularly and scrolling for long periods. BeReal only sends one notification to post a picture each day, but there are other alerts for events such as mentions, comments, friend requests and reactions to your photo. This can cause young users to feel pressure to open the app and respond, distracting them from other activities.

CONNECTING WITH STRANGERS

When someone signs up to BeReal, it highlights anyone in their phone's contacts list who already has the app – so users can connect with friends, or invite others from their contacts. The 'Discovery' feed, meanwhile, shows posts from strangers and gives users the option to add them as friends, too. This means your child could potentially connect with – and communicate with – a stranger.

PUBLIC SHARING

As well as sharing posts with friends in the moment, the app also allows posts to be shared publicly and public content to be viewed. Before a user can see this public content, they must post their own photo first. Unfortunately, there currently seems to be a lack of moderation on the content that's being uploaded, so a young user could be exposed to posts which aren't suitable for their age.

EASY LOCATION

BeReal's default setting is to share the exact location of where a post was sent from. Given that images are usually shared within the two-minute window, anyone your child is friends with on the app will know exactly where they are (or at least, where they were two minutes earlier). As we've noted, this could include strangers who are intending to use this geographical information for malicious purposes.

VISIBLE PERSONAL DATA

As with any other form of social media, it's important that your child doesn't share too much personal information on their profile. BeReal allows for a photo, full name, approximate location and a short bio. It's safest to make sure that your child's profile doesn't display anything which could identify where they go to school or exactly where they live.

REPUTATIONAL DAMAGE

What your child says and does online – their digital footprint – shapes the way that other people see them. It's essential that young people understand that when they post something online, they are giving the app in question the right to do whatever they wish with that image or content, including sharing it elsewhere. This form of permission is explicitly referenced in BeReal's terms of use.

Advice for Parents & Carers

LIMIT NOTIFICATIONS

BeReal offers the option to turn off individual types of notification. Doing this will significantly reduce the number of times your child is tempted to open the app by incoming comments, uploads, friend requests and so on. Ironically, it will allow them to actually 'be real' by being present in the moment and their current environment as opposed to being engrossed on social media.

STOP AND THINK

BeReal's goal is for users to be authentic with friends, removing the pressure of that flawless photo or perfectly worded post. It's still vital, though, that children stop and think rather than uploading something risky just to meet the two-minute deadline. Point out to them what kind of information strangers could extract from an image: school crests, street names or local landmarks, for example.

KEEP IT AMONG FRIENDS

Remind your child why adding strangers to their contacts isn't a good idea, and advise them to decline any friend requests from people they don't know in real life. If something your child sees on BeReal makes them feel uncomfortable, they can report it by clicking on the three dots in the top right. The reporting tool allows them to state the reason that they're flagging up the post.

CREATE A SAFE PROFILE

Remind your child to use an avatar as their profile pic (as opposed to a photo of themselves) and use a nickname or just their first name, not their full name. Any information they add to their bio (which is optional) should be kept vague, and personal details should remain private. It's also worth turning off the geolocation feature either through the device's settings or in BeReal itself.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Sources: <https://bereal.eu/en/privacy> | <https://bereal.eu/en/terms>
<https://berealapp.notion.site/FAQ-BeReal-English-2d1d59a4168c4524bed0a40b04de892a> | <https://www.commonssensemedia.org/app-reviews/bereal>



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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 05.10.2022



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

Finley Barrett 8NFO

Isabelle Birch 10DPE

Amy Bruton 11ASC

Ava Bryce 10DPE

Charlotte Burnett 10JHL

Oscar Buxton 9EMN

Luke Chadwick 9SGE

Beth Dawson 8EFX

Freya Dolan 11PDR

Madilyn Duff 9SGE

Lucas Edwards 10JHL

Billie-Grace Featherstone 9PDV

Dexter Forsyth 8LWO

Jacob Grady 11PDR

Joshua Hall 8EFX

Luke Hancock 11ASC

Owen Harper 8ACR

Amelia High 8NFO

Brett Ketteringham 11EFO

Ava Kirkup 7GRU

Aron Kucana 7GRU

Emma McDowall 13JCA

Riley McGowan 11RLO

Bria Mills 11ASC

Shanice Munaku 8NFO

Olivia Radley 8LWO

Isaac Savage 8CMT

Mia Selleck 10JHL

Jay Shields 11ASC

Alina Shpak 7GRU

Dom Skilbeck 9RTO

Noah Smith 11RLO

Mia Spruce-Wan 8EFX

Luci Stewart 10DPE

Evie Thwaites 8LWO





IN FOCUS

FOOD AND NUTRITION

This week we feature Year 7 pupils' work in Food Technology. Ms George was extremely impressed by pupils' crumble! She said: "Pupils prepared their fruit and crumble mix, ensuring the top was smooth. They worked hard and should be proud of their efforts."





Memory Lane

This week we return to 1979/80 and feature two First Year, or Year 7, tutor groups.

Our pictures show two long-serving teachers, PE teacher Mr Usher and Art teacher Mr Amor, with their tutor groups.





Footballers Reach Humberside Semi-Final!

The Longcroft Year 8 girls' football team had a tough game against a well organised and tenacious John Whitgift Academy team from Grimsby last Thursday afternoon. The game started with Longcroft on the front foot with high pressure which saw a very early goal from Leah to put us 1-0 up. The Grimsby team grew into the game and after a long scrappy 15 minutes they equalized. This was going to be the pattern of the game throughout, with both teams battling to take the upper hand. Longcroft quickly moved into the lead again with a close finish from Leah to make it 2-1 and it stayed that way until half time.

The second half was much the same as the first, with our opponents bringing it level once again, 2-2 - a little acrimoniously this time but the girls fought excellently to regain the lead though a meandering run from midfield by Frankie, who smashed home to make it 3-2. Longcroft proved too tough for the opposition. Rosie putting great balls into the box from the wing and a stoic display from the defence kept the opposing team at bay.

We quickly capitalised on a mistake by the opposition defence, Leah slotting home for her hat-trick! A few great saves and a great kicking game from Lizzy in goal kept the game tight but for a late consolation goal from the away team - which made the final score 4-3 to Longcroft.

A good game with a great effort from all the girls and through to the semi-finals of the cup!

The Player of the Match award went to Leah for a superb hat-trick! The Players' Player was shared between Frankie and Lizzy.



Former students take on elite opponents!

Last weekend three former Longcroft students played a part in their team's progress into the third round of the Rugby League Challenge Cup.

The third round is the stage when the game's elite Super League teams enter the competition, and all three former Longcroft students earned the opportunity to test themselves against opponents from the country's top league.

Three-time Challenge Cup winner turned coach Scott Taylor saw his Goole Vikings enjoy a historic debut as a professional club when they travelled to London and defeated the Broncos 17-10. Scott said: "It's a really proud day for everyone associated with the club and the town, and a reward for all the hard work that has gone into the club on and off the field over the last few months." He added: "To come away with a win like that against a side that played in Super League last season was fantastic, and brilliant for everyone involved. We couldn't be more proud of the boys. It is really pleasing to come from behind in the way we did—it's testament to the character of the boys. They all really stepped up to the plate and gave it their all. Every player put in a performance today and did the badge proud. It was a genuine team effort all around." Goole will now visit five time winners of the competition Wakefield Trinity on Saturday, 8th February, at 3:00pm.

Welsh international Sam Bowring's Midlands Hurricanes convincingly overcame Halifax-based Siddal 46-0 – they will undoubtedly face a tougher test against Super League's Salford who appeared in the 2020 final.

West Hull, the area's premier amateur club, have played professional opponents in the competition before having beaten both Highfield and York in 1996. Their reward for a 24-18 victory at fellow National Conference Premier League team Hunslet is a home tie against St Helens which will be played in east Hull at Hull KR's Sewell Group Craven Park on Saturday 8th February at 2.00pm. Former Longcroft student Tom Rea, having enjoyed a spell playing Academy rugby for Hull FC, played his part in Saturday's victory. Tom returns to Craven Park where he played as a Scholarship player for Hull KR.

West Hull assistant coach Glyn Jones said: "It is going to be a massive occasion for our lads to play against Super League opposition and pit themselves against some of the best players in the world. We know we aren't going to win the game but we just hope to make a challenge of it. They are going to be much more physically dominant but that's because it's their full-time jobs. I bet our lads can do plastering and scaffolding much better than them."

Mr Cassidy, who coached Scott, Sam and Tom during their years at Longcroft, said: "I am proud of all three – the Challenge Cup is a historic competition and while Scott has won it three times and is now coaching it will be great for Sam and Tom to test themselves as players against some of the best players in the game."



Zoneball

Longcroft hosted a Zoneball event on Tuesday, 21st January. This was a participation develop and engage event for Year 4 and 5 pupils who may not usually represent their school.

Mrs Henderson explained: "Zoneball develops throwing and catching skills alongside more tactical defending skills and teamwork decisions. We had six teams participate from four different primary schools: St Mary's, Molescroft, Swinemoor and Lockington. It was great to see up to 60 children enjoying an evening of activity."

Mrs Henderson added: "It was a really enjoyable evening with an engaging atmosphere. The pupils thoroughly enjoyed the event and developed skills with each game they played. Well done to all who participated and to the Longcroft Leaders for assisting and ensuring the event ran smoothly."



The Friends' Corner



The Friends of Longcroft School have got a busy few weeks coming up!

fols@longcroft.eriding.net

Charity Reg No. 515674

We met this week to make plans for fundraising opportunities for the following year and to discuss how to spend the money we've raised so far.

The FOLS are a group of parents, carers and grandparents who come together to raise funds that can be invested into the school, to enrich the experience of all the pupils at Longcroft.

Having a meeting to discuss how to spend the money raised is a rewarding part of being a member of the FOLS.

We sold refreshments during the Year 11 Revision evening on Thursday.

Thank you to all the parents and pupils who bought a drink or some sweets from us as every penny counts and it soon adds up!

Next week the FOLS will be selling refreshments at the school production **'Showstoppers'**.

We'll be selling wine, beer, soft drinks and a variety of sweets and snacks.

We will also be holding a raffle. We have some brilliant prizes, such as two tickets to Parkway Cinema, bottles of wine, candle sets and a giant soft toy reindeer.

Our thanks go to **Parkway Cinema, The Card Factory** and parents who kindly donated raffle prizes.

To prevent the raffle delaying the pupils' performance, the raffle will be drawn during the second half and prizes can be collected at the end of the performance so please look to see what you've won on your way out.

If you are attending the 'Showstoppers' performance we'd appreciate your support by buying a drink or a raffle ticket so please pop and see the FOLS (in the entrance hall).



Ms Carvill writes:

LIBRARY NEWS

Celebrating Children's Mental Health Week 3rd - 9th February

This year the theme for Children's Mental Health Week 2025 is Know Yourself, Grow Yourself.

“Your mind is like a garden. With care, it will bloom beautifully.”
—Unknown

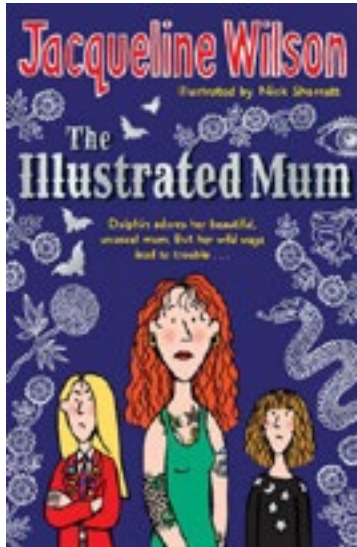
Place2Be, who launched the awareness week in 2015, are partnering with Here4You, with the assistance of The Walt Disney Company and the Inside Out 2 characters to explore how our young across the UK can become empowered, find their voices, and build resilience, and grow and develop their self-awareness. You can find more information and donate to the charity if you wish at: <https://www.childrensmentalhealthweek.org.uk/>

At Longcroft we'll be marking this important week with a series of events including assemblies, our annual lunchtime walk with Clare Greaves from Mental Health Mates, an additional creative writing session with our writer-in-residence Maureen Lennon, and lunchtime Street Dance, Yoga and Relaxation, Dodgeball, and Art and Craft sessions. A display board featuring the timetable is in the Foyer. Do encourage your children to participate in the activities.

In a world that seems so fraught and fast at times, it's important to make time for ourselves and enjoy physical and creative activities, and also appreciate nature and its restorative powers, something that our Forest School is so proactive in promoting. All these things can be of huge benefit to mental health.

According to a survey released in 2023 by the NHS one in five children and young people in England, aged eight to twenty-five had a probable mental disorder in 2023. Unfortunately, things do not appear to have improved in the last two years, and our young continue to face unprecedented pressures.

Talking and reading about mental health allows us to share experiences and become more informed. We have a large selection of books in the library and a permanent display. Please encourage your children to visit the library, and speak to staff, especially the pastoral team, if they have any worries or concerns. Below are a few non-fiction and fiction recommendations relating to mental health.



Year 7

The Illustrated Mum by Jacqueline Wilson

AR Colour Code – Blue

This moving and optimistic book tackles the subject of living with a mother with mental health issues and alcohol addiction with warmth and understanding.

Mum Marigold is a vibrant character who people can't fail to notice. Dolphin adores her, but her sister Star is less sure, and when Marigold suffers a nervous breakdown even Dolphin begins to question the situation.

A must read.

Year 8

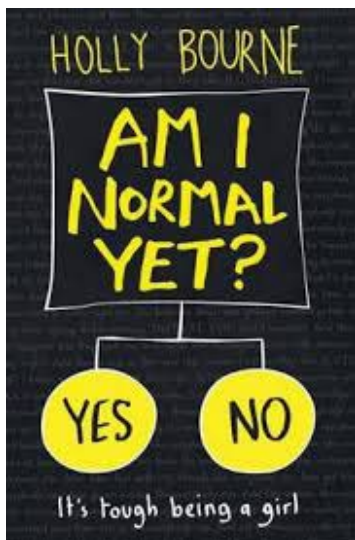
The Awesome Power of Sleep - How Sleep Super-Charges Your Teenage Brain by Nicola Morgan

No AR

This educative non-fiction read is great for budding scientists interested in the science of sleep and the impact it has on the physical and mental health of teenagers.

As well as some excellent studies, it features strategies to deal with sleep disturbance: bad dreams, difficulty getting to sleep and waking up at random times. There are also quizzes and some great tips to boost teenage well-being.

Excellent practical advice based on science.



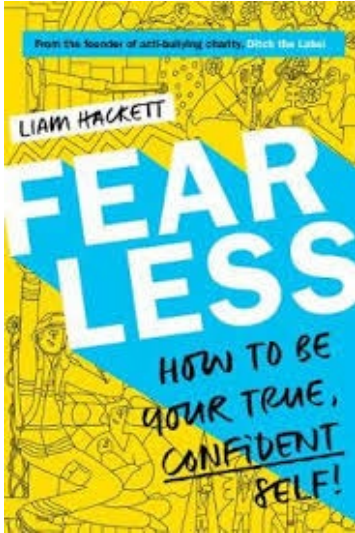
Year 9

Am I Normal Yet? by Holly Bourne

AR Colour Code – Blue

Evie has a history of OCD and suffers from Generalised Anxiety Disorder. A new school promises a new start where nobody knows about her past. Her medication has been reduced and finally she has some good friends. Unfortunately, teenage challenges, particularly those involving dates, signify a possible relapse.

A superbly researched and convincing story about the mental health difficulties some teenagers face.



Year 10

Fearless - How to be your true, confident self by Liam Hackett
No AR

It's time to break free of all those negative labels and stereotypes. It's time to be a new you and blossom.

This is a great book, packed with positive and inspirational interviews designed to make you confront your fears and dispel them. Let's get liberated. Dynamic illustrations, great reading!

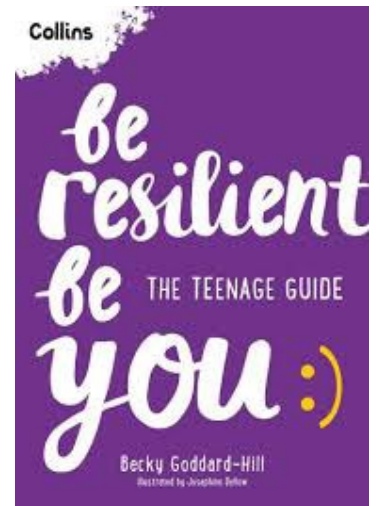
Year 11

Be Resilient Be You by Becky Goddard-Hill
No AR

It's not easy being a teenager in today's society: social media and school pressures, friendships and dating, plus those changing hormones. This book is the perfect tool to help you navigate through rough waters.

40 different activities and practical ideas are suggested to help build resilience and encourage self-care and awareness. There's no demand to read from cover to cover, you can target sections that interest you most.

A really helpful and informative book. Time to find the true you and be happy.



Year 12 & 13

Let's Talk by Jessie Yendle
No AR

This empowering book for teens and young adults is a superb resource to empower, and build confidence, whatever life's challenges.

The author wrote it because it's the type of book she missed out on as a young person, when issues like anxiety and self-esteem were rarely discussed. It's a book you can pick up again and again and reflect on. It provides comfort and positivity.

A great read.

"You can't stop the waves, but you can learn to surf."

—Jon Kabat-Zinn



National Story Week 1-9 February 2025

Next week is National Storytelling Week and to mark the event we'll be inviting Dr Ed Hurst, from the University of Hull, to lead a special creative story writing session with some of our most talented Year 8 pupils.

National Storytelling Week is a time when we can all celebrate the power of storytelling and come together to share stories in all their forms.

We have a large collection of short stories in the library for pupils and students to sample. Please recommend or read any of your favourite stories to your children.





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

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Years 9 and 10

Mrs Newsam

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Year 11

Mrs Ellis

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annette.ellis@longcroft.eriding.net