



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## NEWS LETTER



## Former Pupil Plays Key Role in National Event

*We were proud to learn that former pupil Josh Drew had, as a member of the Coldstream Guards Corps of Drums, participated in the funeral of HRH The Prince Philip, Duke of Edinburgh.*

A drummer, Josh is a former member of St Mary's Beverley Company Church Lads' and Church Girls' Brigade who prior to joining the Coldstream Guards played in the CLCGB National Band. The National Band aims to bring CLCGB musicians together as a flagship band, and has performed at numerous events throughout England, Europe and America. A considerable number of its past members have joined Her Majesty's Armed Forces, most as musicians.

Formed in 1650 and renowned for their discipline and courage, Coldstream Guards are considered to be one of the most important fighting units in the British Army. The regiment also has a ceremonial role as protectors of the royal palaces, including Windsor Castle and Buckingham Palace. The Regimental Band of the Coldstream Guards is one of the oldest and best-known military marching bands in the world.

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Josh began Basic Training in January 2020 in Catterick and has already stood as a sentry (Guardsman) outside St James's Palace London, the most senior royal palace in the United Kingdom. Last weekend saw Josh embark on a new chapter in his career. This was his first State Ceremonial Occasion as a member of the Corps of Drums, 1st Battalion Coldstream Guards.

After only four months with the Coldstream Guards Corps of Drums, Josh led the service personnel out in readiness for Saturday's funeral before adopting a prominent position to the left of the chapel steps as the funeral procession passed.

Josh's progress is remarkable and a tribute to his dedication and determination – characteristics he demonstrated in abundance throughout his years at Longcroft.

While we hope to share more details of his career to date in a future Newsletter, we are delighted to celebrate Josh's achievement. His contribution to such a significant event demonstrates the regard in which he is held in such a prestigious regiment.







# Rachel's fascinating insight into mental health

*“Saying goodbye to patients after seeing them recover is something special and makes every hard day worth it.”*

Having earned A Levels in English Literature, History and Psychology, Rachel Thompson left Longcroft in 2016 to study Mental Health Nursing at the University of Manchester. She currently works as a Staff Nurse at Castle Hill Hospital's Mill View Court, caring for and treating people experiencing acute mental health problems that require a period of assessment within a hospital environment. We are delighted that Rachel was able to take time from her busy schedule to give us an insight into her work in such a vital yet undoubtedly challenging field.

Mental health, also referred to as 'emotional health' or 'well-being', is just as important as good physical health. If you're in good mental health, you can make the most of your potential. We all have times when we feel down or stressed or frightened. Most of the time those feelings pass. But sometimes they develop into a more serious problem - this could happen to any one of us.

Mental health is everyone's business. Since 1949, the Mental Health Foundation has been a leading UK charity for everyone's mental health, aiming to find and address the sources of mental health problems so that people and communities can thrive. The COVID-19 pandemic has shone a light on how health is not simply an individual, medical issue. Good health depends on each other and a society that supports people to thrive.

Hosted by the Mental Health Foundation, this year's Mental Health Awareness Week will take place from the 10th to the 16th May. The theme this year is 'Nature'. During lockdown, nature has played a vital part in supporting mental health. According to the Mental Health Foundation's research, last summer half of people in the UK said that being in



nature was a favoured way to cope with the stress of the pandemic.

Rachel explained, "I decided to go into nursing and my particular field when I struggled with my own mental health and realised that many others were going through the same struggles as me but many found this very difficult to discuss. I decided to learn more about mental health and be part of the solution to helping those struggling. Since then it has become more and more prominent in the media and people are finally starting to talk and remove some of the stigma surrounding mental health."

While Rachel is undoubtedly making a difference through her work, while a student in our Sixth Form she was already utilizing her skills and positive characteristics to support younger pupils. "I successfully applied to the University of Manchester to study my degree. I needed to have some work experience which I gained within Longcroft School.

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Working with the pastoral team and mentoring younger pupils in the school was a big talking point and something that helped me stand out from other candidates when I went for interviews at each of the universities I applied to."

Rachel understood that life for a student training to work as a mental health nurse would be very different to the university experience of many of her peers, and embraced the challenge. "The training itself is very intense and required a lot of discipline. Between full time placements and being in university more than most other students I found free time harder to come by than friends on other courses. Placements were a massive eye opener into the job role and you work the same shifts as the other staff on the ward you're on which meant getting used to (very) early mornings and night shifts rather quickly."

She explained, "It meant learning practically and being able to actually to see what my job was going to be and what would be expected of me. You must have completed 2,300 hours of placement by the end of the degree to qualify which was challenging but meant I was very well prepared to go into my first job at the end of my training."

When asked what she finds particularly rewarding and challenging Rachel said, "The most rewarding thing about my job is when a patient comes into the ward extremely unwell with anything from depression to schizophrenia and they walk out of the ward weeks or months later after treatment, back to their family and friends, and you realise the work you've done has genuinely changed someone's life. Saying goodbye to patients after seeing them recover is something special and makes every hard day worth it."

She added, "Sometimes when a person is very unwell it can be hard for them to realise you are there to help them. My biggest challenge coming into mental health nursing was not taking things personally. Sometimes you will get insults thrown at you and you are trained in restraint and will have to use this to protect your colleagues, other patients and the patient themselves. This was a very big thing to come to terms with for me and after nearly two years' restraining people it is still the hardest and scariest part of my job."

Rachel was asked if the last year and Covid-19 had brought any particular challenges. She reflected, "Covid presented a very daunting challenge to me as a newly qualified nurse. The ward I work on is split down the middle with half of it for those suffering with acute mental illness whilst Covid positive receiving care for both and half our usual acute mental health ward. It meant that regular challenges of

mental health nursing were amplified and my physical health skills had to improve very quickly as many of those with Covid became physically unwell on top of their mental health problems. While we are given physical health training as mental health nurses it is not the same as a general nurse's training. It has been a very tough year to qualify in but I am a much better and more confident nurse coming out the other side of the pandemic. Caring for someone with both Covid and a mental health illness is something very unique but I can't say I will miss it!"

"My current plan for my career is to continue learning and growing as a qualified nurse and hopefully within the next year or two look at applying for promotion as a deputy charge nurse. Nursing is a career you will always be learning in and I plan to continue taking in information from those around me and learn and grow as a person and as a nurse."

Rachel offered advice for anyone thinking about entering the profession – both health care generally, as a nurse or more specifically mental health nursing. "It is an incredibly rewarding career but also a very hard one. For all nurses in every field I think the biggest thing I would say is try not to take things home with you. You are dealing with real people and their very real problems but learning how to switch off and having time outside work to relax is so important, as both a student and a qualified nurse."

When asked about her memories of Longcroft Rachel said, "I have a lot of fond memories of Longcroft. My biggest highlight was definitely prom - I loved celebrating everyone's achievements with my peers and staff at the end of our GCSE's. Longcroft was a great school to have gone to and I was always fully supported by staff while I was there. I'm thankful Longcroft prepared me well for the 'real' world and look back at my time at the school with lovely memories."

Rachel's UCAS reference described her tenacity and superb work ethic as well as praising her time management. Mr Baker described her as determined, mature and resilient while recognizing that she respected the need for someone to take on less glamorous responsibilities, willingly volunteering and being exceptionally generous with her time. At the time he predicted she would be an asset to the nursing profession, and we are both proud and delighted to hear that this is indeed proving to be the case.





LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

# JOIN US

***Gain amazing experiences, as well as excellent grades.***

At Longcroft Sixth Form, we know that universities and employers are not just looking at a set of grades. The Sixth Form experience should be about students gaining amazing experiences, as well as excellent grades. This is one of the reasons why we feel it is so important to provide a wide range of enrichment opportunities for our students. Every student is given an allocated amount of enrichment time which is set aside each week so they can take part in an enrichment activity of their choice. Here are just some of the examples of the Enrichment activities available:

- » In-class support, work with younger students.
- » Work experience including medical, veterinary, legal, nursing
- » Sports coaching
- » Volunteering with local charities
- » Sporting activities such as our Sixth Form football team
- » Mentoring younger pupils
- » We also offer the opportunity for students to complete online training, for example courses in counselling

These enrichment opportunities help students to develop an enormous range of skills, but also provide crucial experience for any student contemplating a certain career, for example in medicine, teaching or social work.



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Issue 70 April 2021

Page 5



# Our enrichment activities **ARE SECOND TO NONE**

To apply for a place, complete our initial application form which can be found here:

**APPLY HERE**

**Sixth Form Prospectus - Click Here**



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Issue 70 April 2021

Page 6



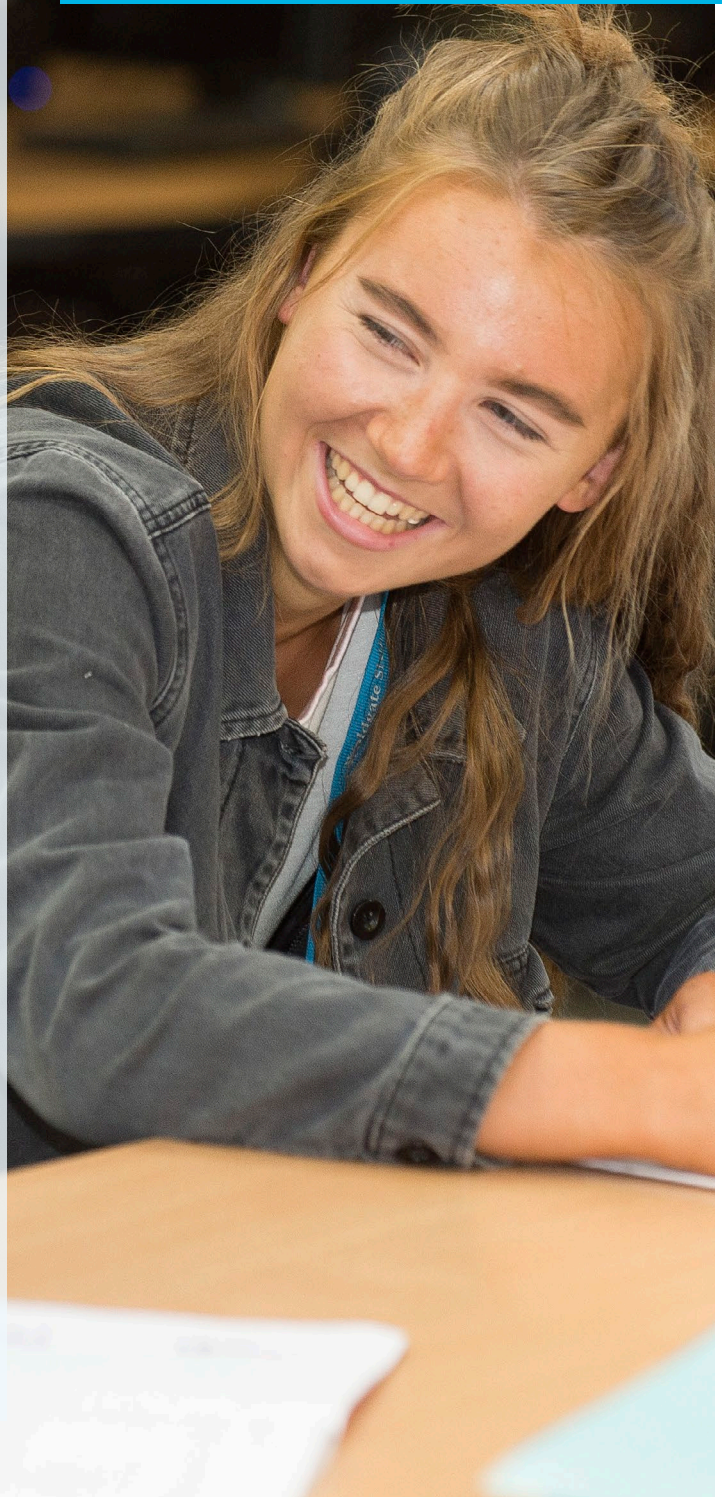


LONGCROFT  
THE EAST YORKSHIRE  
SIXTH FORM

**The Edexcel A Level Business qualification is a hybrid course offering choice and variety, with students having an opportunity to study Business and Economics in one qualification.**

It offers many benefits, with the Economic element of the course providing students with contextual knowledge of the larger environment in which businesses operate, whilst the Business component of the course contributes to a student's comprehension and understanding of the world of commerce. Our Business students have a unique opportunity, as they are automatically enrolled as members of the Peter Jones Enterprise Academy. This enables them to access funding to set up their own business, to enter Flash Challenge competitions against other schools in the PJEA and at the end of the course they graduate as PJEA students at the annual Entfest Event held at the University of Buckingham. This course offers so many possibilities for them throughout the year, perhaps they want to set up a Pop-Up shop or enter the IFS Student Investors Challenge or maybe they would like to help manage and run the School's new stationery shop too. Many of our students progress to University to study Business or Economic related Degrees. There are however other avenues to follow, with students pursuing work related careers or Level 4 Business Apprenticeships with local and national businesses.

## Business Studies







LONGCROFT  
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SIXTH FORM

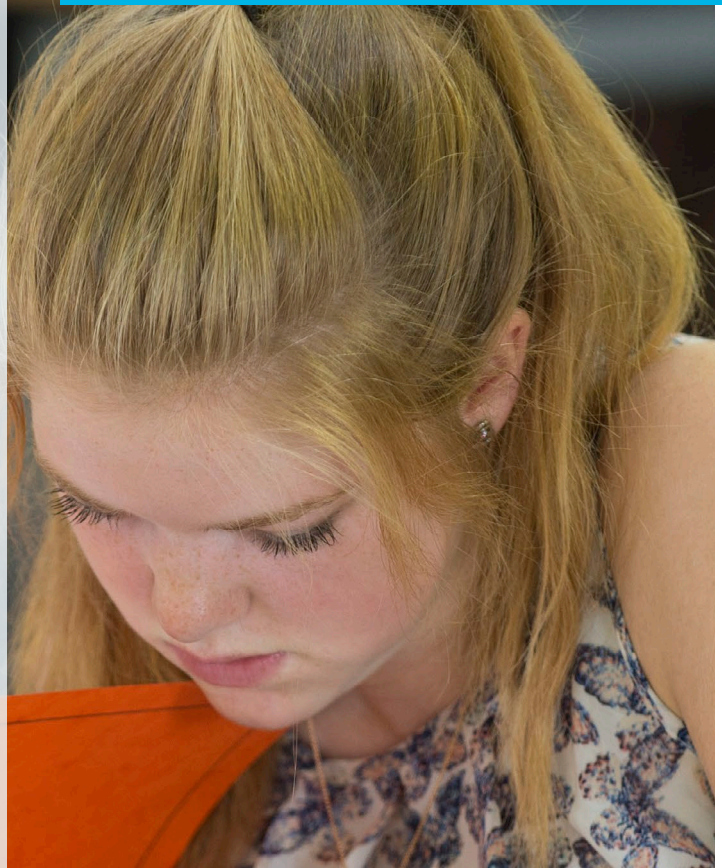
**An A Level in a Modern Foreign Language is a very valuable part of any subject combination. By following an Advanced language course you will be able to:**

- » Stand out from the crowd. Knowledge of languages in the UK has decreased since GCSE languages became optional. This makes YOU very special. It puts you a step ahead of everyone else and makes you very attractive to universities and businesses all over the world.
- » Develop your language skills to a high level of competence.
- » Increase your knowledge of a wide range of issues, both current and historical, which are also relevant to the other subjects you are studying.
- » Get a very valuable qualification leading to Higher Education and future employment.

You will start with an introductory phase, bridging the gap between GCSE and Advanced Study. This will lead on to the study of: Social issues and trends (e.g. the 'cyber-society'), Artistic Culture (e.g. cinema), Grammar, and you will study one film or one literary text. In your second year you will build on the skills acquired during the Year 12 course and

## French

further extend your knowledge of a range of topics within Social issues and trends (e.g. a diverse society), Political & Artistic Culture (e.g. demonstrations / strikes) and Grammar. You will also study one film and one literary text, and you will carry out your own research project. A thorough knowledge of French can lead to many different careers as the world has become so interconnected. French can be studied as a subject on its own or in combination with other subjects such as Business Studies, Law and Tourism. As well as teaching, translating and interpreting, French is an important asset in many other spheres - commerce, industry, fashion, publishing and communications are some examples. Research shows that language graduates have extremely good employment prospects compared with graduates in other areas.







## Contact info

To visit our new Sixth Form site, read the prospectus, and watch our Sixth Form and subject videos:

Enter the Sixth Form Portal via the school website

[www.longcroftschoool.co.uk](http://www.longcroftschoool.co.uk)

Or phone to speak to the Sixth Form Team

**07423 568558**



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Achieve your  
**FULL  
POTENTIAL**





# Head of School's Welcome



This week we are pleased to inform parents that the Report from our recent Ofsted virtual visit has now been released. The lead inspector summarised his findings as he reflected upon the planning, curriculum changes and arrangements for learning during the Covid-19 crisis, stating:

*Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.*

It was especially pleasing to see school's work being acknowledged in planning, 'You have planned carefully how to deliver education remotely', as well as in the pastoral care of our children, 'You are making frequent checks on pupils' safety and welfare'. Thank you to parents, staff and our young people for supporting our efforts to maintain provision during that difficult lockdown period. The Report is credit to the combined efforts of the whole community. It is also reassuring for us to see that the areas identified as being for further action match those being addressed in our current development plans.

Thank you to parents of Year 11 pupils who joined teachers online for discussions about their achievements and progress in this week's Parent Consultation Evening. Feedback from parents has been very positive indeed, with many finding it even more convenient and pleasant than

attending a physical Parents' Evening! We hope that the conversations will spur our Y11s on to great achievements over the remaining weeks and give them a clear focus on the areas they need to develop before their assessments are completed.

For Year 9 the focus next week is moving to KS4 Options courses, as this coming half term will see them complete their options process and their choices about which courses to follow to further study. Allowing pupils to choose a curriculum that suits their interests and needs is a key part of our ethos in helping children develop as individuals through acts of great heart, thought and vision.

Finally, I would like to say a huge well done to all the pupils in Year 7 and Year 8 who have been invited to attend the Champions' Breakfast next Friday. This is always a wonderful opportunity to celebrate the dedication and hard work that is reflected in the number of merits each pupil receives. We are so proud of all their efforts and this is certainly an event that all of our lower school community should strive to be part of as we progress through the terms. I look forward to staff being able to reward and celebrate all that will be achieved by our young people in the coming weeks.

Have a good weekend.

Ms I Grant  
Head of School

[CLICK HERE  
to read report](#)

## 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** 34,736

**THOUGHT** 208,913

**VISION** 131,658

**GRAND  
TOTAL:**

**375,307**





## Executive Headteacher's Welcome



**After a week of sunny days, it has been wonderful to see our children being able to be outside, playing and relaxing and enjoying the facilities the school provides. I also hope, for you, as the lockdown restrictions have eased they bring new experiences and time to be outside as a family.**

The transition for our families from being in lockdown to returning to school and then enjoying the outdoors more has been easier for some than others. It is natural that even as adults the return to being outdoors and encountering others, especially if our work has kept us home-based, can admittedly be daunting. For children these feelings are to be expected and as the routines of school re-establish themselves, some will find the structure and the relationships with their friends have been helpful in returning to the new normal. Some children, though, have found these changes difficult. We, as parents, are clearly an antenna that broadcasts either consciously or unconsciously some of our worries and naturally children will, without our life experience or understanding, struggle as many adults do, not only to understand the impact upon themselves of this pandemic, but also on their parents and grandparents.

Even with my own children I find my near automatic reaction to step back when meeting someone who is less concerned about social distancing, is noticeable to my children. I don't want them to feel this is the norm, as interacting with others is a life skill and so vitally important – especially mixing with those who have different perspectives and experiences to ourselves. I want them to feel at ease, but it is difficult as all of our experiences recently from the delivery person dropping off a parcel, to doing the shopping, to being out and about has changed so radically. For some, even the flexibility the day may have provided at home has changed, with many parents commenting on how the routines of their teenage children have changed throughout lockdown.

As children continue to be together at school, it is important we not only look to help our children make this transition back into the daily routines in school and at home, as mentioned last week, but we also are careful to support other parents and speak to school if you are worried for your child or another. These times are abnormal and therefore we need to be conscious that communication is so vitally important and an important step in ensuring we support our children and their friends with this transition back into school and helping them to manage carefully the easing of lockdown.

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## The Young Minds charity provides guidance, for us, as parents, and our children.

1. **Talk to your child about how they are feeling** about how going back to school has gone and the phased ending of lockdown – try not to make assumptions. Ask them if they are worried or feel scared about anything, but also if they are excited about or looking forward to something. No matter how your child feels, let them know that it is completely normal to feel a mixture of emotions and that everyone will be in the same boat.
2. **Provide your child with as much information about their new routine and school/home day as you can.** This will help them to prepare for any changes that have been made to the timings of their day, the layout of their classroom, their peer groups and playtimes. Talk about re-establishing study at home and the patterns of the day that existed prior to lockdown, even if you continue to find your day is not so predictable.
3. **Reassure your child.** During the lockdown we have been told to stay at home, remain socially distant from others and wash our hands regularly. This means children may find it difficult to go back to the new normal because it will be a huge change from what they have been asked to do during the pandemic. Talk with your child about ways they can stay safe at school and outside.
4. **Re-establish a routine to help ease into school life.** During lockdown it is understandable that your family's routine may have changed. Children are likely to have been waking up later or going to bed later. To help them try to gradually get them back into their usual morning, evening study routines and bedtime.
5. **Don't put pressure on yourself.** The transition back into new normal is likely to take some time. Lots of children will experience ups and downs. Try your best to support, reassure and comfort them, without putting pressure on yourself.
6. **Think ahead.** As well as reflecting on what has happened during the past few weeks, it is important to help children develop hope and a sense of excitement for the future. At a time like this, it can be hard to feel positive, but identifying the things that they can look forward to will help them to realise that the current situation won't last forever and their feelings will change.

Do though seek support if you need it. Transitioning back to school and now into the new normal after being in lockdown is no easy task. You may find that your child struggles to get back into home or school routines and experiences difficulties. If this is the case, reach out to school as soon as you can so that you can make them aware of the challenges and work together to support your child. If you are concerned about your child's mental health and you think they need professional support, speak to the school and your GP about the best next step.

As adults some will find these changes easier than others, for our children it is a significant change and one they also need to manage responsibly to keep all safe and themselves well both mentally and physically.

**Mr J Britton**  
Executive Headteacher





## LOWER SCHOOL



### Mr Worthington writes:

#### Everyone likes to feel rewarded for their work, effort and achievements.

It has been particularly pleasing this week to walk around the school, seeing our pupils in classrooms eager to learn, eager to impress. It has been great to have positive and warm discussions with pupils about their good work and wider interests, and using the ClassCharts application to reward pupils for their endeavours.

At Longcroft School, we ensure that all our pupils are regularly recognised and celebrated for acts of great heart, thought and vision through our rewards system.

Throughout all aspects of the school day, Lower School pupils are rewarded for the quality of their work, their effort, attitude and achievements through our ClassCharts system, which records exactly how many rewards they have received. This enables pupils and parents to keep track of the number of rewards they have received each week, each term and throughout the year.



These rewards are then counted each week and pupils with the highest number of rewards in each year group are awarded with certificates by their Care and Achievement Co-ordinator.

If you require any more information on how to access ClassCharts from home to monitor your child's ClassCharts tally, please contact your Care & Achievement Co-ordinator via the number towards the bottom of this newsletter.

Take care

**Mr Worthington**  
Head of Lower School





# UPPER SCHOOL



## Mr Colepio writes:

After the devastating news over the Easter holiday, I just wanted to thank all our pupils and staff for their maturity and understanding this week under extremely challenging circumstances. Pupils have appreciated this. Support has been put in place as we strive, as much as possible, for normality. Many thanks to everyone as always.

### Revision techniques and guidance

Over the coming weeks I shall be sharing revision tips and guidance in light of Centre Assessed Grades and Year 10 Mock Examinations this term. In the absence of formal assemblies these would be the type of ideas that I would share with all pupils about learning. Hope you find them useful and please share with your son or daughter.

### Growth Mindset

“Intelligence is a malleable quality to be developed”.

“I don’t divide the world into weak and strong or into successes and failures. I divide the world into learners and non-learners”. - **Benjamin Barber**

#### Learners can be divided into two categories;

**Fixed Mindset** – intelligence is a fixed trait, i.e this is how clever I am and this is unlikely to change. It should come naturally. If I have to work hard, I am not very smart. Those with a fixed mindset have no recipe for recovering from failure and tend to give up, blame others and try to feel superior in other ways.

**Growth Mindset** – intelligence can be trained: the brain is a “growth organ”. Work hard. Effort is the key. Those with a growth mindset see effort as part of success, they try harder when faced with setbacks and use effort to overcome difficulty. Failure is just an opportunity to try again.

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## Praising effort not intelligence

Natural ability is just a starting point. It will get you so far but will not bring success by itself. Some pupils need to change their mindset. Here are a few tips for parents and asking the right questions.

As a huge sports fan, allow me to give a practical example about a footballer that sums up a desire to improve and be better through hard work. Gianfranco Zola came to Chelsea when he was nearly 30, already an established superstar and international. He is also generally regarded as one of the nicest men in football, voted the easiest player to manage on the field by top referees. I say this as success does not come at the expense of being a good person. After a particularly tough week when he played 3 matches in 6 days (including a winning goal against England at Wembley!), the manager decided to rest him for a league match and make him a substitute. He was so upset, he asked for extra training the following day, his day off, and asked the coaches to come in with several youth team players. He trained for 4 hours including 2 hours just practicing free kicks. Later, youth team players who went on to great success commented how this helped them shape their future success and just what was required – hard work and commitment. It changed their mindset and

some went on to become similarly successful.

**Hard work.** When testing in class some pupils inevitably do better than others. When awarding Classcharts I do this not necessarily based on the outcome (which as we have said will inevitably vary), but on the evidence of revision that they have presented to me. Regardless of the score attained, they have worked hard to revise and this is the key element.

Success is about hard work – whatever we choose to do in life and certainly for exams. I will leave you with a couple of quotations to reinforce this:

Science. Thomas Edison – “I have not failed. I’ve just found 10,000 ways that won’t work”.

Science. Einstein – “Anyone who has never made a mistake has never tried anything new”.

Please see the fascinating research by Carol Dweck on this topic as further reading. I strongly encourage all parents and pupils to do so.

**Mr Colepio**  
Head of Upper School





# SIXTH FORM



## Mr Henderson writes:

**At the East Yorkshire Sixth Form this week, our students have been taking opportunities to manage their own learning by booking time in our study area in which to complete assessments. This frees up classroom learning time and allows our students and their teachers to look back at areas of their courses that were covered in the recent lockdowns.**

Year 13 students are using their road maps to prepare for the final assessment period which begins on Tuesday May 4th and lasts for a period of three weeks. Towards the end of May we will be submitting our Centre Assessed Grades (CAG) to the exam boards and preparing for our most senior students to leave us, ready to move on to their next destinations. As always, the Sixth Form team will help students maximise their independent learning opportunities and offer support and guidance with revision.

As Year 12 students look ahead to the start of their mock exams beginning on 7th June, they are also making progress with a wide variety of enrichment activities that enhance and develop their range of skills and abilities. Along with their A level and BTEC courses, students are completing Extended Project Qualifications (EPQ), CREST awards, personal on-line courses to support future careers, the Open University 'Succeed With Learning' course and our personal skills course - 'Your Journey of Life'.

Coming up soon, on Tuesday May 4th UCAS will release the 2022 university search tool so our Y12 students will then be able to start to consider their undergraduate degree course options and choices. 2022 UCAS admissions open on 18th May and later this term, the Sixth Form Team will be introducing students and parents to the application process so they can start to plan and prepare for life after college.

**Mr Henderson**  
Head of Sixth Form



**Sixth Form**

**Mrs Winter**

**07423 568558**

joanne.winter@longcroft.eriding.net







## Mr Rogers writes:

At Longcroft we realise how important it is to value and reward our pupils for showing great heart, thought and vision. We recognise that the most effective rewards are verbal positive feedback to our learners. To acknowledge that praise, we launched the reward shop in the autumn term so pupils could choose items which they most valued. The shop currently stocks a range of items from stationary to vouchers that can be spent online and on the high street.

I also encourage feedback from pupils to suggest items that they would like included as an option. If your child has any ideas remind them to let their Care and Achievement Co-ordinator know.

To access the shop and place an order visit [www.classcharts.com/student](http://www.classcharts.com/student) and log in to you pupil account. If you are having difficulties logging on please speak to your Care and Achievement Co-ordinator.

Remember all new ideas welcome!

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







## TEACHING AND LEARNING



*Mr Taylor writes:*

Hello again. Soon pupils in Years 7 and 8 will be taking their next STAR assessments. As with the tests taken at the beginning of the first term, these will give us a numerical figure for every child's reading age. We are introducing the **Accelerated Reader** scheme for those two year groups after we receive the next set of results. We are committed to improving the standards of reading at Longcroft, and we are working with both Woldgate and other Primary Schools in the Trust on a long term strategy to meet this commitment.

### *What is Accelerated Reader?*

Accelerated Reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his or her own level and reads it at their own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers and librarians help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.

If your child does not do well on the quiz, the teacher or librarian may help your child:



*Choose another book that is more appropriate.*

*Ask more probing questions as your child reads and before your child takes a quiz.*

*Pair your child with another pupil, or even have the book read to your child.*

In most cases, children really enjoy taking the quizzes. Since they're reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.

Have a good weekend

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





# Memory Lane

This week we feature two more teams from the 1952/53 season.

The Junior Netball Team is pictured with Miss Hickes and Miss Addis.



**Back row:**

*Jeanette Smith; Marjorie O'Connell;  
Dianne Wardrobe and Anne Edeson.*

**Front row:**

*Irene Stevens; Miss Hickes; Pat Keall;  
Miss Addis and Mauveen Milburn.*







The First XV Rugby Team is pictured with Mr Thompson,  
Headmaster Mr Dunn and Mr Dean.



**Back row:**

Anthony West; Brian Meadley;  
Michael Ewen; Colin Appleton;  
Stephen Prescott; Mr Thompson;  
Ian Peacock; Charles Ellerington;  
John Bellas and Michael Galbraith.

**Front row:**

Gary Craggs; David Hughes; James Thirsk;  
Mr Dunn; Keith Lenton; Mr Dean;  
Anthony Addison; James Robinson and  
Charles Gray.



Follow us on Twitter to  
see more pictures from  
Memory Lane  
[@SchoolLongcroft](https://twitter.com/SchoolLongcroft)



Find us on Facebook  
Longcroft School &  
Sixth Form College





## Longcroft Travels the World

### Sahara Desert

We have crossed the border into a country south of Algeria called Niger. Unfortunately, due to the inhospitable climate of this area, it is very remote and isolated, so we are currently wandering the Sahara Desert!

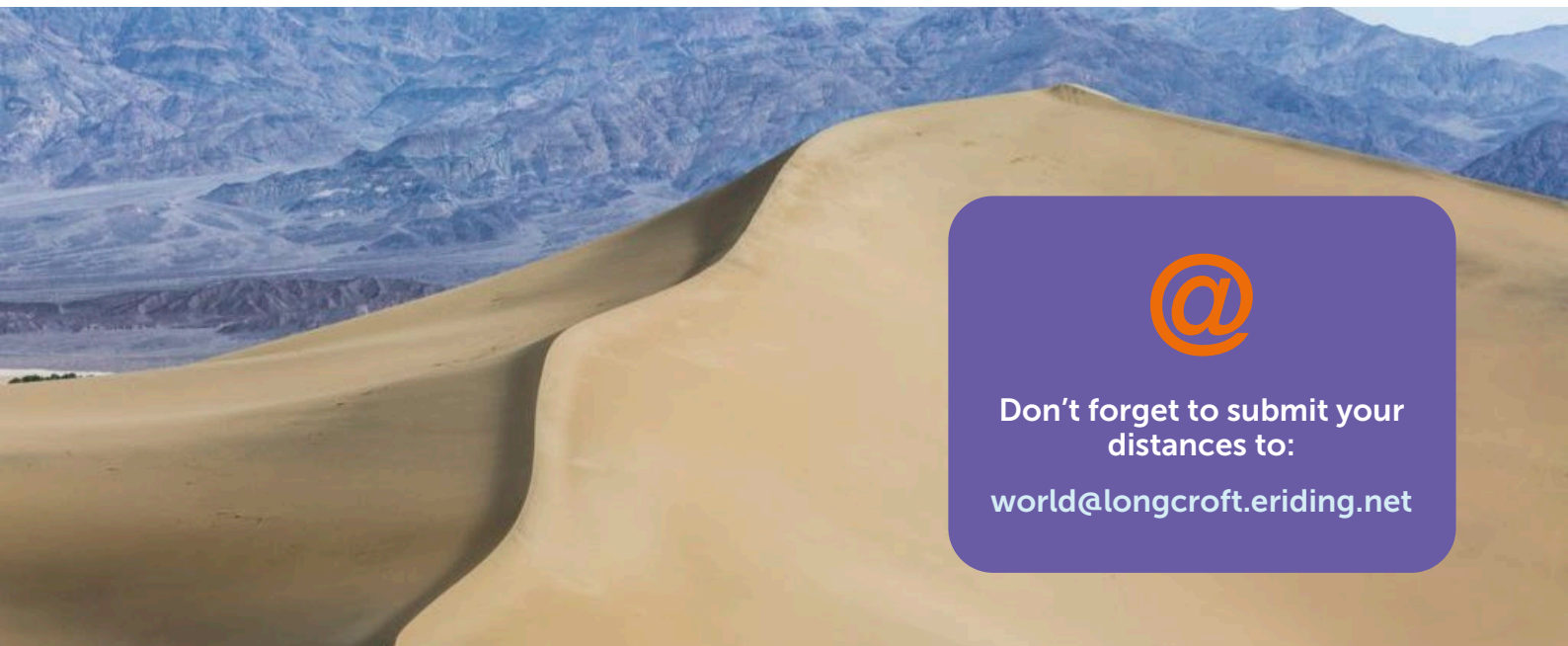
The Sahara Desert is the world's largest hot desert, with the vast sandy planes stretching over 11 countries across northern Africa. With temperatures peaking at 46°C in summer months, it makes living in this area really difficult. Water is scarce which makes conditions difficult for plants to grow. However, what seems a barren landscape is actually brimming with life.

Animals that live in the desert must be able to burrow. This is because as an animal digs through the sand in the Sahara, the cooler the temperature gets, making it easier to live. One resident of the Sahara is called the Saharan Silver Ant. These ants, when appear on a hot summer's day, appear silver. These are tiny reflective hairs that they have on their body to help reflect sunlight and keep them as cool as possible. Another interesting adaptation they have is that they can run a lot faster than an ant you would find in the UK. This is important because as they run, it generates a small amount of wind which keeps them cool and stops them from being scorched by the blazing sun.



It is these lifeless landscapes that allow for a range of unique adaptations to develop in both animals and plants!

We have a long way to go until Zambia, but Africa is so diverse and we are looking forward to seeing all of the wonders this continent has to offer. Our next stop is Chingola in Zambia. Don't forget to keep sending in your miles! You can submit your steps to our travels! Most phones automatically track steps, so please submit them! Keep up the hard work!



Don't forget to submit your distances to:

[world@longcroft.eriding.net](mailto:world@longcroft.eriding.net)





# IN FOCUS

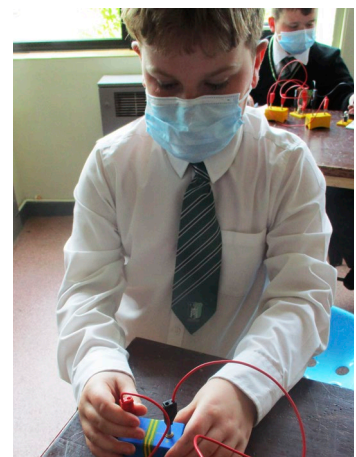
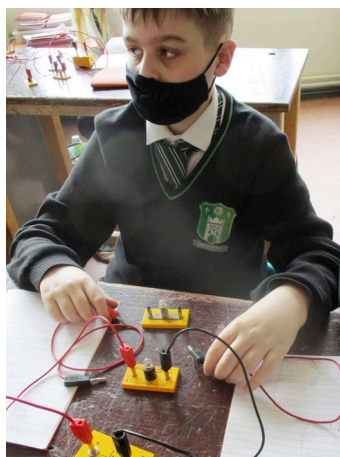
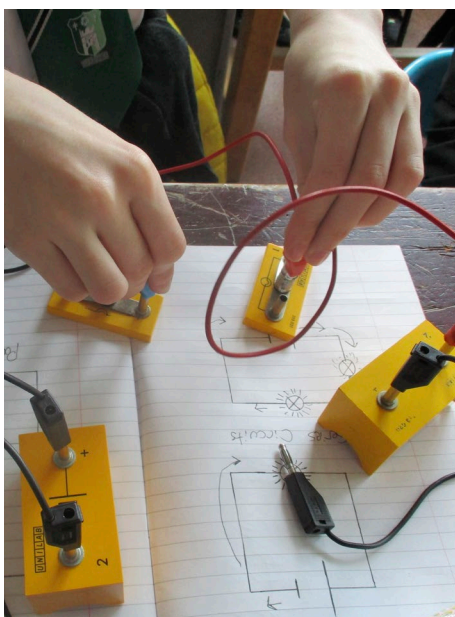
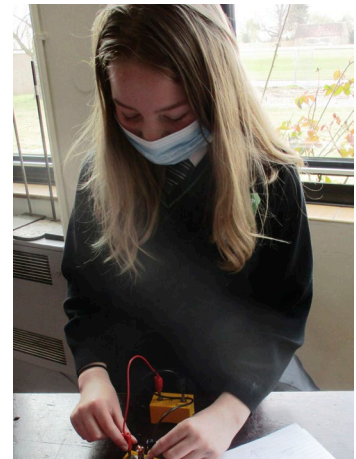
## SCIENCE

**This week we feature the work of our pupils and Sixth Form students in Science.**

Opportunities to participate in practical work have been limited due to Covid-19, but these pictures show Year 7 pupils and students in Year 12 demonstrating dexterity and precision as they explore and investigate.

Miss Woodhead's Year 7 class were learning about circuits and electricity, while Mr Brown's Year 12 Biologists dissected a lung - this involved cutting down the back of the trachea before identifying the bronchi, bronchiole and alveoli. Students were asked to identify four visible features which show the lungs are adapted for efficient gas exchange before explaining how each feature encouraged this. They were then asked to suggest how a smoker's lung might look in comparison.

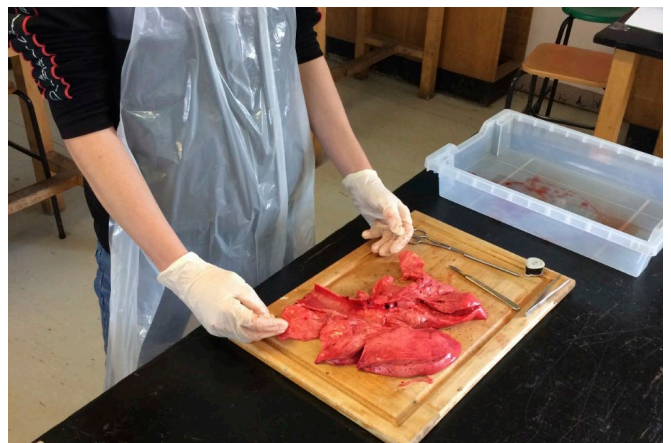
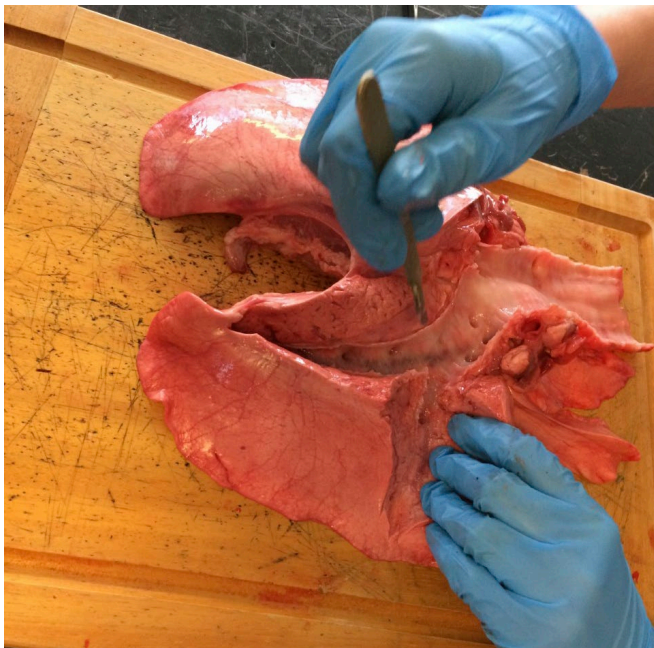
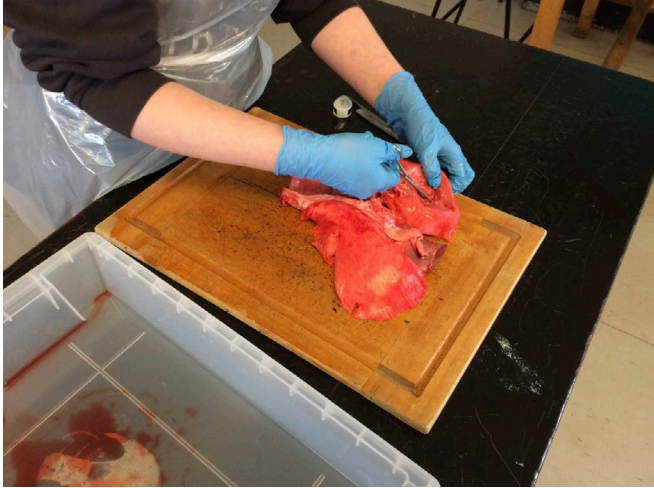
### Year 7







## Year 12 Biology







## Care and Achievement Co-ordinators

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

They work to care and support children to achieve academically by establishing a positive learning environment by 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 Keith**
**07425 897509**

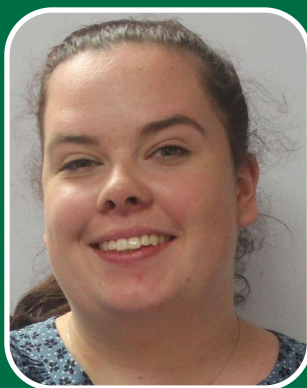
olivia.keith@longcroft.eriding.net


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**Year 10**
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