



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER

Tegan Wins National Competition!



Tegan Blake -Barnard's 100-word story was judged the winner of First Story's national competition by a panel from Vintage Books.

First Story is England's leading creative writing charity for young people. Their flagship Young Writers Programme pairs professional writers with secondary schools where they work intensively with a cohort of young people, nurturing creativity, confidence and ability. The programme transforms participants into published authors. Their extra-curricular enrichment provision encourages aspirations as it expands horizons. Participants develop attitudes, skills and behaviours that underpin engagement with learning, and support progress and achievement of potential.

Award winning English novelist Mark Haddon explained, "First Story is a fantastic idea. Teenagers are under

increasing pressure to tailor their work to exams, and to value themselves in terms of the results. First Story offers young people something else. It helps them find a voice. Creative writing can change people's lives; I've seen it happen. It's more than learning a skill. It's about learning that you, your family, your culture and your view of the world are rich and interesting and important, whoever you happen to be."

Being recognised in a competition, knowing someone read your work and saw merit in it, is incredibly validating. First Story's regional and national competitions, from Six Word Story in the autumn term, to 100 Word Story and Writing Stars in the spring, are invaluable confidence boosters. They give young writers the self-belief and encouragement from having their work seen by professionals they need to keep going.

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Gabrielle Johnson, Communications Manager at First Story, was full of praise. "It's almost unimaginable to think back to last year's 100-Word Story Competition, the deadline for which closed just before the first ever lockdown. How things have changed since! How our stories have changed and how we have had to adapt and grow as writers in these disconnected times. It feels, somehow, all the more special to be running competitions in times like this, because it allows our schools across the country to come together and unite around a particular theme or task. And it feels even more exciting to be able to reach out and award prizes to those young writers who have remained passionate about their craft throughout it all. Well done to all our entrants! Your dedication to writing is most admirable. Shortlisted entrants will receive a small Vintage book bundle and our lucky winners will receive a Vintage literary goody bag each."

She added, "This year, the entries we received seemed quite polarised in outlook. On the whole, the entries were much darker and more sinister than in previous years – perhaps reflecting the uncertainty of the pandemic. Yet there were also more humorous entries than usual, too. Maybe this represents the differing ways in which people deal with hardship: some strive to capture and distil it, whilst others seek to subvert it. Either way, our competition sponsors at Vintage Books had a marvellous time judging and they had to call in the Senior Editor to make the winning call."

'A Melody Lost'

An abandoned library rests, buried beneath time, watching another sun rise and another day pass. Heavy shelves echo the shades of a shattered grand piano which sulks, heartbroken, by decomposing windows. Reminiscing of a time when each note it sang echoed the whispering calls of vibrant characters snuggled amongst the shelves, when each note clambered over the other in a desperate attempt to harmonise with the whistling birds through the open window. With its back forever facing its audience, its beam-soaked keys embrace the morning sun, the mighty willow giants and the chorus it will never be able to join.

Tegan Blake-Barnard

Gabrielle continued, "The judges at Vintage described Tegan's winning entry as "an evocative snapshot into a mysterious world" and we think that sums it up perfectly! The description is sublimely crafted, giving a sense of faded grandeur which lures you into speculation about what has caused such a once-beautiful place to be abandoned. The piano is almost personified, and Tegan has her readers feeling sorry for it, as though it longs to be touched and loved once again. This story conveys a sense of unfulfilled potential – a life gone to waste. It's beautiful and haunting, and very well crafted. Brava, Tegan! Not only have you won first prize, but you've retained the 100-Word Story Competition crown for your school! We've no doubt everyone at Longcroft will be super proud of you."

Ms Carvill has led on developing a range of fantastic opportunities for our pupils and Sixth Form students. She said, "Tegan is delighted with her success, not only for herself, but also for everyone at Longcroft. This is the second year running we have had a National Winner and is a cause for great celebration."

She added, "Tegan was part of our First Story cohort last year and was immediately recognised as having potential."

Tegan, who also drew the beautiful image which accompanies this article, described her inspiration for the 100-word story: "I always loved the images I saw of abandoned buildings and objects as well as the romanticisation of them. The concept of huge metaphors has also always fascinated me, so I wanted to write something that included both. My favourite part to write was the relationship between fantasy book characters and the piano with its notes."

Tegan's story was one of our in-house school winners and was submitted to the national competition by Ms Carvill. She explained, "When I read Tegan's entry I was incredibly moved and had no doubt about submitting it to the next stage of the competition. Not only could I visualise the scene the story describes, an abandoned library, but I could also hear the piano's notes in the beauty of the language, a refrain that seemed to symbolize the end of civilization."

We are proud and delighted that Tegan's fabulous work was judged to be the winner and certainly agree that she is an exceptional talent with tremendous potential. We look forward to enjoying more of her wonderful work as she continues her development as a writer.



Head of School's Welcome



Hello everyone, this week we have had the pleasure of meeting and hearing from some of our first Year 6 pupils who are due to join us in September. It has been lovely to get to know them a little better

and to find out what excites them and also what gives them butterflies as they anticipate the big move to secondary school in only a few months' time. The comments and pieces of work sent in or shared on the Transition website have really made us smile – so thank you, Year 6!

Mr Worthington, our Head of Lower School, and Mrs Kay, our Care and Achievement Coordinator for the new Year 7, have also been going out to visit primary schools to talk to our new starters, giving them Transition Packs and answering their queries about life at Longcroft School. I know that Mr Worthington and Mrs Kay have loved meeting these young people and are hard at work planning for their arrival in September.

As you will have seen on the front cover, we have also received the excellent news that our Sixth Form student, Tegan, has won a prestigious national writing competition, hosted by First Story and judged by one of the top book publishers whose previous notable authors include Vladimir Nabokov, Albert Camus and my own favourite writer, Toni Morrison. This is truly an impressive achievement and we are especially delighted as it is the second year running that

a Longcroft pupil has won it! Our warmest congratulations go to the very talented Tegan!

As the sun has been shining warmly on us of late, can I ask parents to ensure that pupils bring a bottle of fresh water each morning to keep them hydrated throughout the day. We are not able to use the water fountains at present because of Covid restrictions and it is so important that children are able to drink regularly from their own source of water whilst at school.

With the current restrictions continuing for the next month because of the recent rise in cases nationally, it remains important that families who are using Lateral Flow Devices to test for Covid on Wednesday and Sunday evenings continue to do so and that they ensure that the results are reported to the Gov.uk website at <https://www.gov.uk/report-covid19-result>. Any positive LFT results should be notified to school as soon as possible so we can take the necessary action. Thank you to parents who are using this routine as part of keeping their family and the wider school community safe.

Thanks also go to parents for continuing to provide their child with face masks for use in corridors and communal areas in school. This procedure remains in place for the foreseeable future, so having their own mask is still necessary to follow East Riding of Yorkshire Council guidance.

Have a good weekend,

Ms I Grant
Head of School



Executive Headteacher's Welcome



This week, I have had the joy of a number of conversations with our children about their learning, as well as being able to look through their books to review their progress. It was wonderful to see the time and energy they had invested in their work. All had taken real care, taking time to set-out the page, to focus on handwriting and to produce accurate diagrams in pencil with a ruler. This attention to detail and presentation speaks of an attitude to learning, an approach that shows great pride, and a desire to make sure the work produced is of the best standard. All pupils spoke of that pride and how their teacher and parents had encouraged that investment in time to produce some stunning work across their subjects.

We've also seen in the rewards given by colleagues, praise for our children for their work through our ClassCharts application. It is this increase in rewards, since our children have returned to the classroom, that speaks of their hard work while being taught remotely but also how they have returned to their studies with real gusto, something that is wonderful to see. As a parent, the software application provides that opportunity to see our children being rewarded and their successes acknowledged each day.

Heart - 45,149

Thought- 276,087

Vision - 169,234

It is also, as your child receives the rewards, nice to see how the school values are recognised, those characteristics that we value in our children, the academic absolutely, but those behaviours that are evident through our words and actions and will ultimately come to determine the type of adult our children will become. Recognition of these qualities, is for me, of equal importance and ensures we remind our children to reflect upon how they make a difference to the lives of those around them, their wider community and in doing so, hopefully develop those characteristics that will make them successful individuals.

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In the children I spoke to this week, not only did I see that pride within their books, a sense of accomplishment but also those characteristics that will, I'm sure, help to ensure they will have fulfilling lives. Even in our short interaction, their manners, kindness and desire to succeed was tangible, even if they were a little humble about their great work.

It is for me, amongst all of the challenges we've faced this year, simply wonderful to spend that time with our children and to have the opportunity to thoroughly enjoy being reminded of what makes our school such a special place to be.

Do have a great weekend.

Mr J Britton

Executive Headteacher



GREAT HEART, THOUGHT AND VISION

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

45,149

THOUGHT

276,087

VISION

169,234

GRAND

TOTAL:

490,470



LOWER SCHOOL



Mr Worthington writes:

One of the best parts of being Head of Lower School is seeing our children engage positively with their learning, day in, day out.

We have a beautiful, vast, open site that backs onto the Beverley Westwood. It has been so heart-warming to see our pupils navigate their way around school, in the glorious weather, in a calm and peaceful way, respectful to others. Our children have shown great vision in their preparations for lessons and their calm and reflective approach in their studies. If I was asked what one of my favourite things about working with our young people is, it is the way they are polite and friendly and their general conduct is impeccable.

This all leads into positive educational experiences in lessons. I am also impressed by the insightful comments that our pupils make, showing critical thinking. Longcroft pupils are receptive to new ideas, and keen to put their new knowledge into practice.

The pupils have been fascinated in their History lessons this week to learn about medical history. Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people. Pupils cover a vast period of time, starting with ancient Greek medicine and looking at pre diagnoses of illnesses and treatments. Eventually,

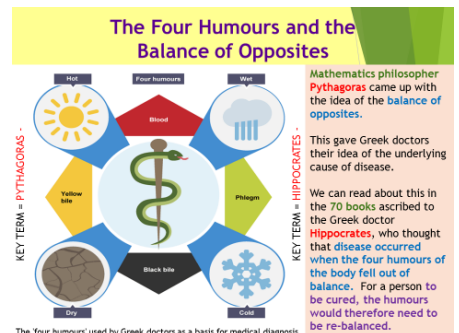
they make their way through to modern day, studying pioneers in Medical Science such as Rosalind Franklin, with her work on DNA.

Longcroft has a long tradition of helping pupils to achieve their goals as medical professionals. We have several alumni who have become

dentists as a result of their hard work in their time here. Whilst we associate Medicine with the Sciences, the History Department contribute to our children's passion for knowledge on this subject, providing great depth as a foundation stone for learning.

Take care,

Mr Worthington
Head of Lower School



Anglo-Saxon and Viking Ideas and Beliefs about Medicine and Illness

The most famous medical book at the time was the **Leech Book of Bald** (Bald's Leechbook) written about AD 900-950. Leech meant "Physician" in 'Old English'. This manuscript contains fragments of several separate books. The **Leech Book of Bald** contained mainly charms and recipes for treating 'external and internal' ailments that afflicted humans, such as lice, boils, stomach-pains. The book's sources include ancient medical texts passed on from Roman times, some via Arabic sources but also native herbal and magical traditions.

10. Write a paragraph to summarise what **Anglo-Saxon and Viking** ideas and Beliefs about Medicine and Illness?

As Monasteries spread across the country as more Anglo-Saxons in particular converted to Christianity, they became known as places for healing as well as learning and prayer and were the only institutions of Public Health.

It also must have been quite common after surgery, for infection often set in due to dirty surgical implements. Magic was called in when herbal cures were not available or did not work. The old Anglo-Saxon Pagan Gods are referred to in this context, even after many Anglo-Saxons had converted to Christianity.



UPPER SCHOOL



Mr Colepio writes:

Year 11 Progression

It's been great to see our Year 11 pupils securing places for their next steps in education. Whilst many will be returning to East Yorkshire Sixth Form at Longcroft next year, others are heading off to pastures new. With destinations ranging from colleges to apprenticeships, both near and far, we know that our Year 11 leavers will have a bright future ahead of them. Lots of work was done over the last year to help support our pupils in finding the right courses for next year and beyond, but we recognise that they and their parents may now be thinking again and reconsidering their options.

If anyone would like any additional support in looking again at their next steps, please feel free to contact Mr Coupe. As well as giving his own advice due to his additional new role overseeing careers education at Longcroft, Mr Coupe can also put parents and pupils in contact with Level 6 Careers Advisors who can give independent advice and guidance.

Revision tips

Over the next few weeks I will be focusing on specific subject revision guidance to assist pupils over the summer and beyond. My first subject area is **Geography**.

Please see tips over the page regarding revision and two examples from our Year 11 pupils that link revision to the exam specification.

Mr Colepio
Head of Upper School

Year 10 Mock Examinations

A huge well done to all Year 10 pupils on their conduct and efforts during the examination series. They have been exemplary and truly reflected our ethos of "Great Heart, Great Thought and Great Vision" throughout the week.

Please see below our deadlines for the marking and publication of results. As you will appreciate staff will do everything to ensure deadlines are met with the proviso that circumstances can change due to issues beyond our control.

Mock results published to parents and pupils
Thursday 01.07.21

Year 10 Parents' Consultation Evenings
Wednesdays 07.07.21 and 14.07.21

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Tips

1. Little and often is much better for learning. Only revise for short periods before having a break. About 30 minutes or less.
2. Try to find a quiet place, without music, tv and mobile. These will all be a distraction. This could be at home and/or school.
3. Always make your revision **active**. Studies show that pupils who only read their notes/revision guides remember less than 10% of the information. So do something with it.
4. Remember the '**transformation principle**': If you are changing one type of information into another, you are much more likely to remember it eg. text into mindmap or notes into exam answer/mindmap.
5. Be willing to work with others and ask for help. Revision doesn't always have to be on your own.
6. Try to avoid revising last thing at night.
7. Revise topics more than once – with a few days in between. Then repeat.
8. Try to use different techniques, although it is likely that you will develop some favourites.
9. Make your revision notes **visual** by using pictures, headings, highlighting etc.

Techniques

1. **Condensing notes.** As you read your exercise book/ revision booklet/computer screen, write simple notes including key terms/key ideas
2. **Flashcards/post-it notes.** Write key information eg. meanings of key terms, on flashcards or post-it notes and put them around the room/house and test yourself on them.
3. **Mind maps.** Drawing mind maps of key information is a very good way of making your notes more compact, organised and memorable. For example arranging the key points of a case study. Adding simple drawings to illustrate makes it even more memorable.
4. **Redpenblackpen.** Once you have drawn a mindmap, try re-drawing it from memory in black pen on a separate piece of paper. When you can't remember any more, finish the rest in red by looking at the first one you drew. Repeat until you know most/all of it – but don't do this for more than about 20 minutes. Repeat in a few days.
5. **Exam questions.** Try answering these, especially against the clock and check using mark schemes/ exemplar answers.
6. **Websites.** S-cool.co.uk

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Global Temperature Rise:

- Increased by 1°C since 1880.
- Expected to rise by 0.5-4°C between 2005-2100
- 10 warmest years have been since 2000.

Declining Arctic Ice:

- At poles sea ice forms at ocean temperatures are below -1.8°C.
- Gets warmer + melts during summer.
- Arctic sea ice water in winter has decreased more than 88.3% over past 35 years.

Sea Level Rise + Warming Oceans:

- Sea levels risen since 1901 by 0.2m.
- Warmer sea level rise → warm temp → glaciers melt + ice melt.
- Melting causes sea levels to rise.
- Thermal Expansion → waters warmer and expand.
- Account for half of risen sea levels.

Extreme Weather Events:

- Since 1950 higher frequency of heat waves and fewer and weather extremes.
- UK rainfall broken in 2010-2014. 2013 was wettest year.
- October 2015 was wettest month ever recorded in UK.

Greenhouse Effect:

- Gases in atmosphere act like an insulating layer → trap long-wave radiation to help earth sustain the right temperatures.
- Carbon dioxide (CO₂)
- Methane (CH₄) (absorbs more heat, stays 10 years after emitted).
- Longer the gases the stay the more they contribute to Global warming.

Topic 1: Hazardous Earth

Enquiry question: How does the world's climate system function, why does it change and how can this be hazardous for people?

Key idea	Detailed content
1.1 The atmosphere operates as a global system which transfers heat around the Earth	<p>a. The global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy. CPG → pg 3</p> <p>b. How global atmospheric circulation determines the location of (and high pressure) and (low pressure) areas. (1) CPG → pg 2</p>
1.2 Climate has changed in the past through natural causes on timescales ranging from hundreds to millions of years	<p>a. The natural causes of climate change and how they explain past climate change events: asteroid collisions, orbital changes, volcanic activity, variations in solar output. CPG → pg 3</p> <p>b. Evidence for natural climate change (ice cores, tree rings, historical sources) and how it is used to reconstruct glacial and interglacial climate during the Quaternary and UK climate since Roman times to the present day. (2) CPG → pg 4</p>
1.3 Global climate is now changing as a result of human activity, and there is uncertainty about future climate	<p>a. How human activities (industry, transport, energy, farming) produce greenhouse gases (carbon dioxide, methane) that cause the enhanced greenhouse effect leading to global warming. CPG → pg 6</p> <p>b. Evidence for how human activity is causing climate change (sea level rise and warming oceans, global temperature rise, declining Arctic ice, increased extreme weather events) and the possible consequences on people. CPG → pg 7</p> <p>c. The range of projections for global temperature change and</p>

Ocean currents transfer heat energy from warmer to cooler regions.

- Surface currents are caused by wind helping transfer heat away from the equator.
- Deep ocean currents driven by differences in water density.

Water freezes at poles, surrounding water gets saltier increasing density.

- warmer water cools + sinks → continuing cycle.
- Thermohaline circulation = water movement around Earth.

Hadley cell, Ferrel cell, Polar cell

HP, LP, Low, High, LNW

Difficult to predict as there's so much uncertainty.

Emissions → unsure how they'll change.

- have to take into account for predictions the population increase + economic development.
- Hard to know global population or future development.

2) complexity → unsure exact climate changes.

Preparation & Response

Defences

- Sea walls built along coasts to prevent storm surges.
- Design buildings to withstand.
- How reduce # building destroyed, people killed, injured, homeless.

Evacuation

- warning strategies to alert people to go somewhere safe.
- Government to plan evacuation routes.
- Successful evacuation to reduce deaths + injuries.
- Emergency service train + prepare for disasters.

Forecasting

- When/where it can be predicted to hit.
- Weather forecasting satellite technology to monitor - computer models calculate predicted path.
- magnitude measured by wind speeds.
- Predictions give people time to evacuate + protect homes + businesses.

Distribution

- Within tropics.
- Close to equator.
- Tropic of Cancer
- Equator
- Tropic of Capricorn
- Occur over warm sea (e.g. 5°C+)
- Generally don't develop over equator.

Enquiry question: How are extreme weather events increasingly hazardous for people?

Key idea	Detailed content
1.4 Tropical cyclones are caused by particular meteorological conditions	<p>a. Characteristics (pressure, rotation, structure) and seasonal global distribution of tropical cyclones (hurricanes and typhoons) including source areas and tracks and how these change over time. (4)</p> <p>b. How the global circulation of the atmosphere leads to tropical cyclones in source areas, reasons why some tropical cyclones intensify and their dissipation. (5)</p>
1.5 Tropical cyclones present major natural hazards to people and places	<p>a. Physical hazards of tropical cyclones (high winds, intense rainfall, storm surges, coastal flooding, landslides) and their impact on people and environments. (6)</p> <p>b. Why some countries are more vulnerable (physically, socially and economically) than others to the impacts of tropical cyclones.</p>
1.6 The impacts of tropical cyclones are linked to a country's ability to prepare and respond to them	<p>a. How countries can prepare for, and respond to, tropical cyclones: weather forecasting, satellite technology, warning and evacuation strategies, storm-surge defences.</p> <p>b. The effectiveness of these methods of preparation and response in one developed country, and in one developing or emerging country. (5)</p>

Integrated skills:

(4) Use of GIS to track the movement of tropical cyclones

Storm surges have strong currents

- drawn due to floods
- People
- Strong winds cause buildings to be destroyed so people left homeless.
- Winds/floodwater and debris which could injure/kill people.
- Uprooted trees
- Wooden habitats ruined

hurricane victims

typhoon victims



SIXTH FORM



Mr Henderson writes:

Across the East Yorkshire Sixth Form recently our focus has been on the future, as our students and the EYSF team make plans and lay the foundations for the coming year.

Our Year 12 students have been on study leave, only coming in to college to sit their mock exams. This was a significant challenge for them, managing independent study and planning their transport to arrive in time for their exams. For most students this is the first time they have had to do this, having been denied the experience when they finished Year 11.

A Level and Level 3 BTEC exams are typically longer than GCSE exams, with a different balance of questions. There is a greater emphasis on applying knowledge, and 'essay' type questions are much more common, meaning that most exams are at least 2 hours long and often longer. This adds an extra challenge for our students as they try to get used to staying focused for this length of time.

The mock exams allowed our students to showcase the knowledge and skills they have developed through the year, despite the challenges that they have faced, and soon they will begin the process of applying for places on university courses, using their mock grades to help inform their choices.

As well as studying hard for mock exams, Year 12 students Liam and Ewan have made great progress with their CREST award projects. Supported by their supervisor Mrs Cadwaladr, both students have managed to secure interviews with world experts in their chosen areas of research.

Liam's is being supported and mentored by **Bruce Mathew** who is a Consultant Neurosurgeon and Medical Director of the hyperbaric unit in Anlaby, Hull. Mr Mathew has answered many of Liam's questions and invited him to an international web seminar on the topic.

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Sixth Form

Mrs Winter

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Ewan is looking at limb regeneration and is being supported by Professor of Bioengineering, Sarah Cartmell. Professor Cartmell is Director of the School of Materials at Manchester University and among her specialisms is the use of electricity in regeneration of tissues. Professor Cartmell has answered Ewan's questions via Teams and as COVID restrictions ease, he hopes to be able to visit Manchester to see the work done by her and her team first hand.

We have also been welcoming back Year 11 pupils as they begin their transition to becoming college students. Following on from the 'taster' sessions in May, our Year 11s are now starting to get a sense of sixth form learning and teaching, as they get a head start on their new courses ready for September.

Looking further forward, we will be visiting Year 10 pupils in their lessons over the coming weeks to show them our plans for the future and to listen to their ideas about developing The East Yorkshire Sixth Form College, ready for them to join us in 2022.

Mr Henderson
Head of Sixth Form



LONGCROFT
THE EAST YORKSHIRE
SIXTH FORM





INCLUSION



Mrs Reilly writes:

Our programme of testing has begun this week, with Mrs Baxter co-ordinating, in order to assess pupils' literacy and numeracy as well as progress they've made since their return to school, post-lockdown. Once the results are finalised you will receive communication from us as to the provision that is planned for your child during the remainder of this term.

We will be running the LEXIA programme, providing reading improvement sessions, literacy and numeracy withdrawal, handwriting improvement sessions and supporting pupils with English as an additional language, among many more evidence based interventions.



This week I have the pleasure of introducing Mrs Fleming. Many of you will already be aware of the extensive support Mrs Fleming offers our pupils as she has worked closely with our Year 7 and 8 bubble this year.

Mrs Fleming has amassed much experience in education as she has worked with children and young people for over 31 years! In the early stages of her career, she volunteered as a parent helper in her own children's school which set alight her passion for supporting the needs of young people.

Mrs Fleming has worked for The Children's University, initially qualifying as a Level 2 Teaching Assistant then further qualifying as a Higher-Level Teaching Assistant in 2006. She has worked as a cover supervisor and in pastoral care also, in previous schools, working to remove the barriers pupils face to education, and co-ordinating additional intervention.

Mrs Fleming has also had training from the charitable organisation Dove House Hospice in order to support those suffering bereavement. 'Lost for Words' teaches individuals to provide guidance and support to others when they are dealing with varying types of loss, providing coping strategies and opportunities to discuss their feelings in a safe environment.

Moving forward into the summer term, Mrs Fleming will be working with Mrs Hirons to co-ordinate programmes of intervention for our pupils. Pupils will be selected for small group intervention in English and Maths, further to testing, and we will be delivering regular sessions of LEXIA, ELSA and supporting pupils with English as an additional language in our suite of inclusion rooms.

Mrs Fleming states: "I love my job. It is very rewarding. I love to see the progress pupils make from the first time they enter the gates here at Longcroft to the moment they leave us, armed with the life skills they need and prepared for their future."

Mrs Fleming loves musical theatre and travelling. Thanks to lockdown, walking has become the way forward as, in 2020, Mrs Fleming completed the Great North Run Solo Challenge – quite a feat! This involved completing 40 walks/runs in 78 days, from July to September, and she is incredibly proud of her medal (pictured). Well done Mrs Fleming!

Mrs Reilly
Head of Inclusion





Mr Rogers writes:

Great Heart is one of the school's main priorities. To engage with pupils to promote the demonstration of acts which represent Great Heart has been a focus last week.

Next week we look to how as a school we can raise the profile of School Diversity Week. **School Diversity Week** is about diversity in people – not only about who you love, and whether you feel like a girl or a boy, or neither, but how other differences can be celebrated.

Every year at the end of June, young people across the country show their support for LGBT+ equality.

They want to celebrate every single person in their school community, no matter their sexual orientation or gender identity.

In 2020 schools representing **over 1.9 million pupils were signed up**. This year Longcroft has signed up as part of a national campaign to help support young people feel safer and happier in their community.

In a year where it has been so difficult to provide face to face support for young people I think it's vital as a school and community we show our support and celebrate what makes each of us unique.

For further information and support please visit <https://www.justlikeus.org/>

Mr Rogers
Deputy Headteacher
Head of Care and Achievement

'Growing up LGBT+': Just Like Us releases new independent research report into bullying and schools

LGBT+ school pupils are twice as likely to have been bullied and 91% have heard negative language about being LGBT+ (lesbian, gay, bisexual and trans) in the past year, a new independent research report by charity Just Like Us has found.

The independent research of 2,934 pupils aged 11-18 (1,140 of whom were LGBT+) and 513 educators across the UK was conducted independently by Cibyl on behalf of Just Like Us and found that pupils in schools with strong positive messaging around being LGBT+ were also less likely to experience suicidal thoughts and feelings.

42% of LGBT+ school pupils have been bullied in the past year, double the number of non-LGBT+ pupils (21%). 1 in 5 (18%) LGBT+ pupils didn't tell anyone they'd been bullied and just 21% told a teacher at school.

Only 33% of LGBT+ pupils say there is a clear process for reporting anti-LGBT+ bullying in their school.

LGBT+ pupils who have come out are significantly more likely to be bullied. For example, 14% of LGBT+ pupils who aren't out to anyone said they've experienced biphobic bullying, but this doubles to 28% among LGBT+ pupils who have come out.

The independent research also found that only 40% of LGBT+ primary and secondary school staff are out to their pupils, signalling that the majority of LGBT+ teachers feel forced into hiding who they are, their families or who they are married to at work.

The report, **Growing up LGBT+** found that pupils whose schools had positive messaging about being LGBT+ also had reduced suicidal thoughts and feelings – regardless of whether they are LGBT+ or not.



TEACHING AND LEARNING



Mr Taylor writes:

Hello again. Continuing our Literacy theme this week we will look at how you can help your child develop their oratory skills. The ability to speak to people both formally and informally, to individuals and to groups is a key skill that not only will benefit your child at school but play an important role in their life after compulsory education.

Helping children develop oratory skills

Your child learns a lot about speaking from talking and listening with you. So you can help your child develop conversation skills just by stopping to talk with them whenever you can.

You child also learns by watching your conversations with others. So you can help your child develop good conversation skills by talking to your partner, friends and children in the way you'd like your child to talk with others. For example:

- Smile, make eye contact and use friendly greetings – for example, say 'Good morning' to the family, 'Welcome' to visitors and 'How are you?' to neighbours.
- Use body language and tone of voice to show interest and attention when you talk to others.
- If someone wants to talk with you and you are using your phone, put it down. This way you can give the other person your full attention.

Learning how to talk with and listen to other people takes time and practice. Some children pick this up quickly, and others might need more **practise, prompts, reminders and guidance**. For example:



- Have practice conversations with your child where you take turns asking questions and listening to answers.
- Prompt your child – for example, by saying, 'Please say thank you to Grandma for taking you to the park'.
- Use clear and gentle reminders when you need to.
- Suggest how your child could begin a conversation about someone else's interests – for example, 'Uncle Zak just bought a new car. He'd like it if you asked him about his car today'.
- Guide your child by saying, 'Sarah, if I'm speaking to someone you need to say "Excuse me", and then wait until I'm ready to listen'.
- Suggest or brainstorm what your child can say when they have to meet someone new.
- Praise children when they are communicating well. This will make them want to keep doing it. For example, you could say, 'I love the way you waited for me to finish speaking before you started talking'.

You might like to make some rules about polite speaking and conversation. It is important to talk with your child about the rules so that your child understands what's expected. You can also use consequences if your child is talking back or speaking rudely.

Have a good weekend.

Mr Taylor

Head of Teaching and Practitioner Development



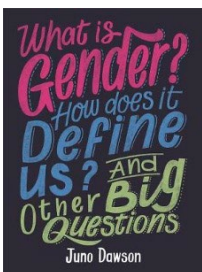
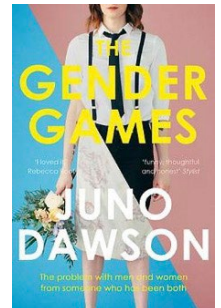
LIBRARY NEWS

Celebrating Pride in the Library

June is traditionally the month when Pride celebrations take place across the globe. It's a time to raise awareness of the fight for equal rights for the LGBTQ+ community and also celebrate diversity.

Many great novelists, poets, and playwrights have come from the LGBTQ+ community, including gay writers of the 20th century like Oscar Wilde and Tennessee Williams, who are studied in secondary schools and universities and revered for their work internationally.

Before 2003 it was illegal in the UK for schools to be seen as 'promoting homosexuality' or 'pretended family relationships', meaning that many children didn't see LGBTQ+ characters in books until they were adults, and many LGBT pupils were disallowed the support they needed.



Over the last 20 years discussion about gender and sexuality has been more open. In terms of children's literature there has been an increase in titles that feature more LGBT characters, and more emphasis on reflecting the society we live in, although there is still more to be achieved. Stereotypes and tokenism are not uncommon.

Writers, like YA novelist Juno Dawson, have done a great deal to support the idea of inclusion and forward the LGBTQ+ cause because they recognise that identity has always been a key theme of YA fiction; especially because it is during the teenage years that identity is solidifying.

There are numerous ways of promoting reading. Many children are encouraged to read if they can relate to a character in a book, or a family setting that reflects their own life. A display of books celebrating Pride can be found in the School Library.



Reading is the centre of learning and libraries are at the heart of this.

Gervase Phinn



Longcroft Travels the World

Kindu, Democratic Republic of Congo

We have travelled further south through the Democratic Republic of Congo, edging closer to Zambia each week, we have found ourselves at the capital city of the Maniema Province called Kindu.

Kindu is located centrally in the Democratic Republic of the Congo. It lies along the Lualaba River 390 miles (630 km) above (to the south of) Kisangani. Its location at the head of navigation on the Congo River system has long made it important for commercial transport.

The population of Kindu currently stands at 135,000 people, around half of the population of Hull. However, population numbers have been increasing in recent years due to a process called 'rural-urban migration'. This is where people leave rural areas such as villages, to move into urban areas such as town and cities. There is a wide variety of reasons why this happens, the most important being jobs. Within an urban area, there are more companies and businesses

offering employment which leads to people migrating to the city in any hopes for a better quality of life. A city like Kindu also will have better access to transport, health care and education. It is estimated that the rate of urban growth will be dramatic across Africa in future years due to this type of migration.

You can submit your steps to our travels! Most phones automatically track steps, so please submit them! Keep up the hard work and do not forget to submit your distances to world@longcroft.eriding.net.



Don't forget to submit your distances to:

world@longcroft.eriding.net



Memory Lane

This week we feature pupils from 1959/60.

The boys in Longcroft's 'C' team are pictured with PE teacher Mr Usher.

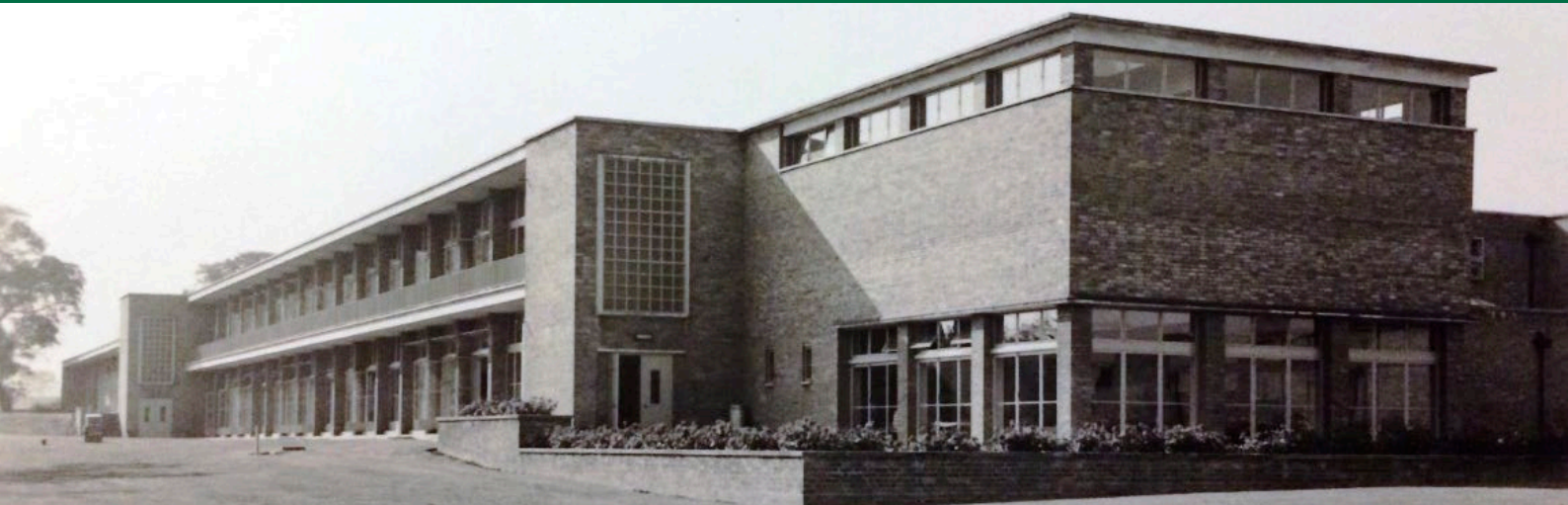


Back row:

Thomas Benson; Terence Eldridge;
Peter Mountfield; Geoffrey Bowman
and David Sims.

Front row:

David Drewery; Fred Pearson;
Norman Walker; Paul Ibbertson; Martin
Curtis and Kenneth Robinson.





The netball team are:



Back row:

*Susan Rollo; Angela Chorlton;
Margaret O'Neill and Rosalie Wilson.*

Front row:

*Susan Baron; Gwen Watts; E Hiles;
June Perry and Gillian Woolf.*



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



The School Prefects are pictured with Headmaster, Mr Dunn.



Back Row:

Ian Ryder; John Archbutt;
Peter Greensides;
David Bosworth; David Bell;
Edward Shaw
and Peter Thirsk.

Middle Row:

Rosamund Lawrence;
Elaine Bonfield; John
Heaton; Terence Horton;
Terence Carter; Pat Sloan;
Pat Hoggard
and Irene Grieve.

Front Row:

Veronica Milner;
Elvira Westerman;
Frank Greenwood;
Brian Hood; Mr Dunn;
Anthea Woodmancy;
Antoinette Allam;
Maureen Burgess and
Catherine Swaby.



Friends of Longcroft School

The fantastic FOLS continue to offer amazing support to our school. Pupils certainly value the Bookbuzz reading programme which supports our focus on literacy, and this is one of many ways FOLS' work has an impact.

The FOLS Cashdraw is available to join on ParentPay - your subscription will put you into the draw for a year from the time you enter. There will be winners drawn again in the next month and publicised through the Newsletter.

Anyone interested in joining FOLS and making a difference to the opportunities we are able to offer our pupils and Sixth Form students should email fols@longcroft.eriding.net for further details.



Theatre Studies Students Excel



This has been a challenging period for our performing artists. Our staff, pupils and Sixth Form students are accustomed to enjoying a range of opportunities to demonstrate their talents, working together to create fabulous performances.

We were delighted when our Theatre Studies students were finally able to perform a production which held particular significance for their teacher Mr Thomson. He explained,

"We started rehearsals for the Danny Crowe Show in January 2020 with a schedule of 8 weeks. Unbeknown to the cast and crew we would have to work through a global pandemic, isolations and an 18 month rehearsal process. I am very proud of the actors involved. They have produced an outstanding production which was performed to close family members as part of their final collaborations with the performing arts team. I first put on this production 15 years ago as part of my dissertation for my own Drama degree. The students have shown maturity, resilience and created a piece which not only surpasses my first experiences as a director but will give them long lasting memories of theatre at Longcroft School."



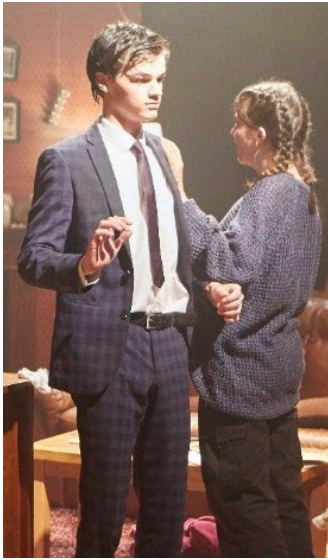
Jude Kemp has studied Music and Theatre Studies to A Level. He said,

"I have thoroughly enjoyed my experience acting in the Danny Crowe show as it has been the first big play I have ever performed in. As this play is staged 'in the round' it has been a new and rewarding experience. I have loved the challenge of performing this character with every twist and turn and nuance in his journey throughout the play."

Daisy Waller, who is also in Year 13, added:

"Playing the role of Tiffany has been such a fun challenge for me. Tiffany is such an interesting character to play and I've enjoyed acting a role that is so different to the characters I played in my A level pieces."





Megan Ferguson has also studied both Music and Theatre Studies A Levels alongside English Literature. She said,

"Playing the role of Magda is very different to roles I have played before and getting to act in-the-round with a small cast of people has made this a unique and exciting challenge for me. Working on 'The Danny Crowe Show' has been an amazing experience and I am so happy to finally be able to perform it to an audience after the restrictions of the pandemic."

Joel Walker has been heavily involved in all aspects of the performing arts throughout his seven years at Longcroft.

"Working on The Danny Crowe Show has been a very interesting experience. As a small cast, we haven't been as

badly impacted by the pandemic as other areas in the performing arts sector. Nevertheless, the challenges rehearsing in between lockdown and with social distancing guidelines have been felt. I believe our hard work as a cast and crew has paid off. Rehearsing and performing with my friends has been wonderful, developing the characters in the show has been really rewarding, and it is very exciting to finally be showcasing some drama again."



Archie Hubbard, who is also in Year 13, played Roger. He explained,

"Being a part of The Danny Crowe Show has been challenging throughout the pandemic but now it's rewarding to finally be able to do what I love, and what we all love, in front of an audience. This play has also challenged me as an actor, from performing in the round, to the extreme amount of naturalism involved the play, but the hardest part is trying not to corpse over the funny lines said by all characters. Overall it's been a long enjoyable journey, which I'll be sad to be leaving behind."

Year 12 student Harriet Miller said,

"I have really loved playing the role of Lynette, and being able to see all of the characters and the set come to life, especially after such a tough year without being able to perform as much as we would have liked. It has been very exciting and a great experience to be able to get back on stage, and I really look forward to carrying on with hopefully doing more productions and shows in the next year."

Congratulations to everyone involved in this exceptional production. Both staff and students have shown great resilience to persevere through extraordinary and challenging circumstances and the Danny Crowe Show will live long in the memory of those fortunate to be in the audience.



Pupils sow the seeds of success

Pupils in our ACEs class are growing sunflowers as part of their Science course.

Elliott said, "I've enjoyed doing it. I'm learning how to plant and look after the sunflowers so they grow."

Harry added, "I like doing practical work and I also grow things at home. I enjoy growing flowers."

Aaron is pictured planting sunflowers in their pots.

We look forward to seeing the sunflowers grow and hearing what the boys have learned from looking after them.

Oliver Shows Great Heart, Thought and Vision

Along with millions of football fans across Europe, Year 7 pupil Oliver Garth watched in horror as 29-year old Christian Eriksen was given emergency CPR on the pitch after collapsing just before half-time in Saturday's game between Denmark and Finland. Thankfully the swift intervention of teammates and medical staff saved the star's life.



Oliver was particularly interested in the game and watching Eriksen as he has a replica Inter Milan shirt with the player's name and number printed on the back. He explained how he particularly liked the shirt and that Eriksen was the club's star signing at the start of the season when he joined from the English Premier League's Tottenham. While Saturday's events were undoubtedly upsetting to watch live on television, they made Oliver think about the value of medical knowledge and specialist equipment.

Oliver explained, "I was playing football in the park and I went home to get my tea. The game was on and I was watching it with my dad. I knew Erikson was playing so I wanted to watch." He added, "It was a shock. I've never seen anything like it before. Also I saw it rather than being told about it. I was a bit emotional and my Dad came upstairs and said he was awake. I was so happy he was alright."

A footballer himself, Oliver said: "I had a game the next day for Beverley Town Tigers and I was thinking about it. It's reassuring to know that there's a defibrillator at school. It's nice that there's something there that could help save someone's life. He's a well-known player so it was a big shock."

The incident has made Oliver think about his future career. He explained, "It helps that you've got really good medical staff. I was thinking about that sort of career when I'm older - maybe a physio, because I've had injuries before myself and they have helped me."

Oliver is pictured with his shirt next to our defibrillator, which is on the wall of the Sports Hall.



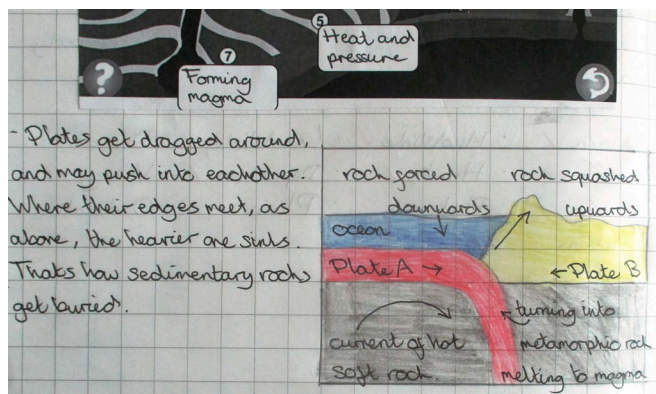
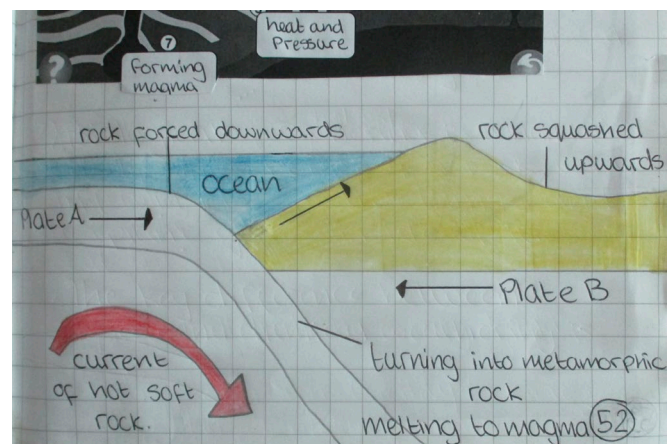
IN FOCUS GEOGRAPHY

This week Mr Colepio has referred to examples of Year 11 pupils' Geography revision materials, and Year 7 pupils have also been working hard in their Geography lessons with Mr Davies.

Pupils have been learning about 'Weathering', which is one aspect of a wide-ranging and fascinating subject. Year 7 pupil Amelia Dale clearly understands the breadth of the subject and chose to demonstrate this using a quotation from Barack Obama: "The study of Geography is more than just memorizing places on a map. It's about understanding the complexity of our world and appreciating the diversity of cultures that exist across continents. In the end, it's about using all that knowledge to help bridge divides and bring people together."

Monday 14th June 2021
The geology of the British Isles due to Continental Drift

- 550 mya most of the British Isles was on the edge of Gondwana near 60°S. A smaller part was thousands of miles away on the edge of Laurentia, about 40°S.
- 450 mya the two parts of the British Isles had moved closer together; most of the British Isles were 30°S as part of Avalonia, the rest was 10°S as part of Laurentia.
- 395 mya Avalonia and Baltica have collided with Laurentia. The land is near the tropics and form the British Isles.
- 300 mya Earth land made a super continent called Pangea, our land has crossed the Equator.



Two main classifications of weathering

Physical weathering breaks rocks into bits, but the minerals in it do not change. Physical weathering includes heating and cooling, freezing and thawing, changes in pressure and the impacts of plants and animals.

Chemical weathering makes changes to minerals in the rock via chemical reactions. This weakens the rock, breaking it up. Rain water reacts with feldspars in the rock turning them into clay.

Weathering

Starter

My Guess: The heat of the Sun melts down the rocks and turns them into soil. Or, erosion.

Do

Two main types of weathering

- Physical** weathering breaks rock into bits, but the minerals in it do not change. Physical weathering includes heating and cooling, freezing and thawing, changes in pressure and the impacts of plants and animals.
- Chemical** weathering makes changes to minerals in the rock via chemical reactions. This weakens the rock, breaking it up. Rain water reacts with feldspars in the rock turning them into clay.



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.



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Mr Tong

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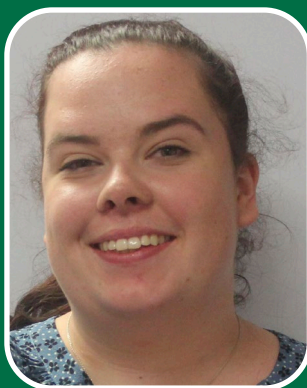


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