



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS

LETTER



Inspiring Careers Opportunity Raises Pupils' Aspirations

Women into Manufacturing and Engineering (WiME) is an initiative by Green Port Hull, Siemens Gamesa, Airco and Jobcentre Plus to encourage women to choose a career in these industries.

Mr Coupe was delighted to announce Longcroft's involvement in a project which will undoubtedly prove both

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informative and inspiring for pupils involved. Last week we welcomed three fantastic role models into school and they worked with a group of Year 10 girls. Gemma Southwell from Bostonair, Jenny Harrison from CB Solutions and Ashleigh Davidson from Ansell led the first of several sessions that both we and they hope will inform decision making.

A number of former Longcroft students now enjoy careers in fields such as manufacturing and engineering including Amy Davison, now Hannan, and Sophia Pacynko. Amy, a Category Analyst at Ideal Heating, previously worked for Shiphams Valves. With its origins dating back to 1798, Shiphams is one of the longest established and most highly respected valve manufacturers in the world. Sophia, who is Global Engineering Programme Coordinator at Shell, left Longcroft with A Levels in Biology, Chemistry and Maths, in which she earned an A*. Having graduated from the University of Manchester with a First Class Master's Degree in Chemical Engineering with Industrial Experience, Sophia enjoyed a 12-month industrial placement in a manufacturing environment at Cargill working closely with the process operating team.



The pupils involved in the WiME project certainly have the potential to follow in the footsteps of students such as Amy and Sophia and we are sure they will enjoy the sessions. Jade Wells said, "I'm hoping to learn much more about possible career options in Science, Technology, Engineering and Maths subjects." Hannah Noble added, "I'm wanting to learn about women in engineering and about the whole profession."

Katy Brown said, "I can't wait to learn more and to have new ideas about my future." Another of the pupils involved is Lucy Bishop who added, "I'm hoping to learn more about women working in Science, Technology, Engineering and Maths. Jasmine Brown said, "It will be really interesting to meet new people and learn more about different jobs."



Mr Coupe said, "I am sure all those involved in this opportunity will find it hugely inspiring and beneficial as they consider their options."

We look forward to reporting on the programme and also to featuring the successes of many former students enjoying careers in the fields.



Executive Headteacher's Welcome



This is always an extremely busy time of year as we approach the mock examinations for Year 11. Lessons are primarily focused on pupils practising and applying their knowledge and skills as they prepare for the examination itself. In lessons colleagues will be working to guide, support, challenge and of course, ensure pupils focus their energies as part of a detailed revision plan. This is the critical time for teachers, pupils and of course, parents in ensuring those final preparations add value.

"We are what we repeatedly do. Excellence then, is not an act but a habit".

Aristotle (384 BC)

The revision timetable is clearly a key part of that process. Your son or daughter should have already taken the time to create one and have started revising, but it is worth reviewing the planning over the next fortnight. The process of creating a timetable can be complex and if not carefully planned, pupils can simply allocate time to whole subjects, rather than seek to identify specific topics, or units of knowledge within an area of subject. If you can, therefore, find the time to sit with your son or daughter to review the content of a subject, to help evaluate where they feel comfortable or not, then they can, by prioritising those areas, have a marked impact on their final outcome. This will help them think about practically what they can revise between exams. Some pupils with the structure a revision timetable can bring, will quickly settle into a routine of revision, while others may need the plan to become a habit and will need to plan their day carefully, allocating time before and after school.

"Life's battles don't always go to the stronger or faster person. Sooner or later the man or woman who wins is the person who thinks they can".

Vince Lombardi (1960).

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Practising papers is also fundamental to revision and all examination boards have papers available online for pupils to try and most will also provide a mark scheme. This can be a great way for parents to become involved, especially if you're not familiar with the content, as you can review the answers with your child and guide them using the mark scheme.

"Whether you think you can, or you think you can't, you're right".

Henry Ford (1940)

Self-belief is key and we all question our ability at times, especially when we're under pressure. Revision at times can become overwhelming and pupils can place immense pressure on themselves to succeed. Often suggesting your son or daughter discusses their revision study notes with trustworthy classmates will help them to develop their knowledge, improve confidence and self-belief. Varying study habits and methods by listening to podcasts, mind-maps, watching videos or documentaries, moving to new study area or even something as simple as using different colours for your study notes can also help.

We will work hard with our young people to ensure they achieve their very best, in both lessons and through the comprehensive programme of revision sessions available outside of school. If in the meantime, you would like any guidance, revision materials or to speak to a member of teaching staff then please do contact your Care and Achievement Coordinator.

Starting revision now for the mock examinations and continuing to revise after Christmas, will establish habits that over the coming weeks and months will help them to consolidate their knowledge and build confidence.

Do have a good weekend.

Mr J Britton
Executive Headteacher





Head of School's Welcome



Our Year 11 and Year 13 groups are currently hard at work preparing for their Mock Examinations in a few weeks' time, devoting time outside lessons to attending revision sessions after school, accessing online resources and making sets of revision cards to support their learning for example.

Meanwhile, we can also see from this Newsletter edition that there is a huge variety of activities and talents currently on show from pupils across the year groups. These enrichment activities from both in school and out are achievements we love to celebrate as we continue to nurture the whole child and encourage individuals to pursue extra-curricular interests and personal development, alongside working hard towards academic success.

The number of sporting options, teams and clubs marked in this edition is great to see and the variety also impressive – from Netball and Football, to gymnastics, to martial arts of Kata and Karate, to Tap, Modern and Ballet in dance. The smiling faces of the participants in the pictures are a delight to see – and speak volumes about the enjoyment and confidence that they gain from taking part and achieving highly in their sports. Their personal thoughts on how these activities help to develop their skills and personalities

to the benefit of their wider lives also shows maturity and reflectiveness beyond their young years.

Further musical achievements are highlighted in the article about several of our children's performances as part of the Church Lads and Church Girls Brigade Band to mark Remembrance Day last weekend. They are clearly proud of their achievements with the band and honoured to have been able to show their respect at events at the Arboretum in Staffordshire on Saturday then in Beverley Commemorations on Sunday.

Some of our Year 11s took time away from their revision this week to raise money for the Cancer Unit at the Castle Hill Hospital by selling and raffling their baked goods in school at lunchtime. There will be a full report next week, but I can confirm that the melting moments and lemon drizzle cake that I bought to take home for tea were outstanding! Really well done to those involved for raising an impressive sum for this very worthy cause and thank you to all those who supported the event.

This wide range of activities really shows what talented, enthusiastic and enterprising young people we have here in school. We are very proud of them all.

Ms I Grant
Head of School

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	23,738
THOUGHT	103,585
VISION	90,488

**GRAND
TOTAL:
217,811**



LOWER SCHOOL



Mr Worthington writes:

Literacy is one of life's real tools to open doors, access information and to get to wherever a person needs to be. Over the last two years, as a school, we have raised the profile further of good literacy for all of our children.

A child's ability to understand a text largely depends on their ability to understand the language used. Research suggests that as a pupil progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with challenging texts across the curriculum.

Our English Department have worked closely with the children to improve literacy and vocabulary via Bedrock Learning. The programme is designed to enable the children to encounter new vocabulary in aspirational fictional and non-fictional texts; this is to prepare all pupils for the challenges they may face not only in examinations but for literacy as a life-long skill. Abigail in Year 9 said "I love it when I read a book and come across a word I've learnt in Bedrock".

Bedrock allows for parental access to each child's dashboard so progress can be monitored and a child's learning can be observed. Ava in Year 7 said "I like the way that you do a pre-test with each new lesson and get a

score, it is very motivating to try to beat it."

I am so pleased to see that we have had some fantastic uptake from our children who have been getting stuck in, making excellent progress and continuing to improve their literacy skills. Lana in Year 7 said "I like bedrock because it helps me with lots and lots of words that I didn't know the meaning of. It helps me understand lots of words in a short amount of time; I really appreciate it. Thank you for whoever made this amazing app".

The Bedrock programme we deliver works alongside our existing English intervention work. Accelerated Reader, which is our library programme to introduce pupils to aspirational new texts pitched at their reading age, is also in full flow and I look forward to providing an update about our thriving library and how we are supporting young people to enjoy reading as an activity.

Mr Worthington
Head of Lower School

UPPER
SCHOOL**Mr Colepio writes:****Year 10 Classcharts success**

A huge well done to the Year 10 pupils below on their brilliant week during which they accumulated an exceptional number of rewards in just 5 days. This is a testament to their commitment to learning and wonderful attitude. Well done.

Harrison Adams 89

Lucy Bishop 82

Harrison Jones 81

Emily Holloway 78

Mock Revision Booklet

All pupils now have hard copies and parents the electronic version. I have had some super feedback from pupils who are sometimes unsure exactly what to revise and the booklets provides a clear way forward.

"I feel I am making good progress by just following the week-by-week schedule as before I was never quite sure whether my revision was useful or not".

These are the thoughts of one year 11 pupil and sum up perfectly the purpose of the booklet.

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How to help your child cope with exam stress

Tests and exams can be a challenging part of school life for young people and their parents or carers. But there are ways to ease the stress.

Signs of stress

Children and young people who are stressed may:

- Worry a lot and be irritable. They may also worry about the future
- Feel tense and have headaches and stomach pains
- Not sleep well and lose interest in food or eat more than normal
- Not enjoy activities they previously enjoyed and be negative and have a low mood

Having someone to talk to about their work can help. Support from a parent, teacher or friend can help young people share their worries and keep things in perspective. Think about offering to have a friend over to study with them and remember, you can see Mr Coupe if it is career advice you need.

Encourage your child to talk to a member of school staff who they feel is supportive. If you think your child is not coping, it may also be helpful for you to talk to their teachers. Keep talking to your child, this is essential even if you feel as if they are pushing you away – they probably need you more than ever.

Make sure your child eats well

A balanced diet is vital for your child's health and can help them feel well during exam periods. Some parents find high-fat, high-sugar and high-caffeine foods and drinks, such as energy drinks, cola, sweets, chocolate, burgers and chips, make their children hyperactive, irritable and moody.

Where possible, involve your child in shopping for food and encourage them to choose some healthy foods. It might provide a welcome break from studying.



Help your child get enough sleep

Good sleep improves thinking and concentration. Most teenagers need 8 to 10 hours' sleep a night. Allow half an hour or so for your child to wind down between studying, watching TV or using a computer and going to bed, to help them get a good night's sleep.

Cramming all night before an exam is usually a bad idea. Sleep will benefit your child far more than a few hours of panicky last-minute study.

Be flexible during exams

Be flexible around exam time. When your child is revising all day, do not worry about household jobs left undone or untidy bedrooms.

Staying calm yourself can help. Remember, exams do not last forever.

Help them study and have a routine

Make sure your child has somewhere comfortable to study. Ask them how you can support them with their revision. Help them come up with practical ideas that will help them revise, such as drawing up a revision schedule or getting hold of past papers for practice. This routine provides structure and the pupils we are mentoring currently have actually enjoyed planning a schedule of what a normal week looks like.

To motivate your child, encourage them to think about their goals in life and see how their revision and exams are related to them.

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Talk about exam nerves

Remind your child that it's normal to feel anxious. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use. If anxiety is getting in the way rather than helping, encourage your child to practise the activities they'll be doing on the day of the exam. This will help it feel less scary. For example, this may involve doing practice papers under exam conditions or seeing the exam hall beforehand. School staff should be able to help with this.

Help your child face their fears and see these activities through, rather than avoiding them. Encourage them to think about what they know and the time they've already put into studying to help them feel more confident.

Encourage exercise during exams

Exercise can help boost energy levels, clear the mind and relieve stress. It does not matter what it is – walking, cycling, swimming, football and dancing are all effective. Activities that involve other people can be particularly helpful. If your child normally plays sport encourage them to not step back in the run up to exams. Doing things we enjoy is part of a healthy weekly routine.

Do not add to the pressure

Support group Childline says many children who contact them feel that most pressure at exam time comes from their family. Listen to your child, give them support and avoid criticism.

Before they go in for a test or exam, be reassuring and positive. Let them know that failing is not the end of the world. If things do not go well, they may be able to take the exam again.

After each exam, encourage your child to talk it through with you. Discuss the parts that went well rather than focusing on the questions they found difficult. Then move on and focus on the next test, rather than dwelling on things that cannot be changed. When the exams are all over staff will go through areas to develop with them. This is part of learning.

Make time for treats

With your child, think about rewards for doing revision and getting through each exam. Rewards do not need to be big or expensive. They can include simple things like making their favourite meal. When the exams are over, help your child celebrate by organising an end-of-exams treat.

When to get help

Some young people feel much better when exams are over, but that's not the case for all young people. Get help if your child's anxiety or low mood is severe, persists and interferes with their everyday life. Seeing a GP is a good place to start.

Mr Colepio

Head of Upper School



SIXTH FORM



Mr Henderson writes:

It was great to meet with Year 11 pupils to talk about our Sixth Form and hear about their ambitious plans. We are now working with pupils who have completed the Stage 1 application for next year, helping them to identify pathways to university and into careers and then tailoring their course selections to best meet their individual needs. Pleasingly, this means that we have already started to confirm offers of places for next year, and the pupils involved can now focus on their studies and on revision for the mock exams.

Please return your daughter or son's Stage 1 application as soon as possible to get an early offer for next year. If you are not sure about course combinations or if you would like to know more about the East Yorkshire Sixth Form, please get in touch.

Mr Henderson – Head of Sixth Form

matt.henderson@longcroft.eriding.net

Mr Wilson – Deputy Head of Sixth Form

joth.wilson@longcroft.eriding.net

The EYSF experience extends far beyond the students' level 3 courses, and of equal importance is the knowledge and skills our students develop outside of the classroom. It is important that our young adults understand the world around them and can make responsible, informed and safe choices. On Tuesday we invited the theatre group Participation In Education to perform their show 'Braking Point' to our group. The performance and workshop which is supported by Safer Roads Humber, uses humour and fact-based information to help young drivers and their passengers identify risks and make safe choices on the roads.

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Our students and staff were thoroughly engaged in the hour-long presentation; below are their thoughts:

Owen, who is currently learning to drive said, 'It was informative as it enabled me to understand the risks of driving as a young adult.'

Lucy, who is also learning to drive said, 'I really liked the fact they acted out what they wanted to get across and they made part of it funny.'

Mya, who is often a passenger with young drivers said 'They were really enthusiastic, quite funny and I learned about the long-term effects of dangerous driving.'

Nell too is a passenger and said, 'I really enjoyed the performance and I learnt that the alcohol limit is 35micrograms per 100ml of breath, which can mean different amounts of actual drink to different people.'

Mr Wilson, who started driving in the 1980's said, 'Before this performance, if you were to ask me which group of people were most likely to not wear their seatbelt, I would have said older people who learned to drive before the law changed. I had no idea it was the 18-24 year olds.'

Here's some more information about Braking Point:

Staying safe behind the wheel involves learning how to stay in control of yourself as well as your vehicle. By creating this awareness in young people, "Braking Point" is able to make a positive difference to young drivers and passenger behaviour.

Students investigate their own attitudes to personal safety and responsibility whenever they are in a vehicle as either a passenger or young driver. Engaging workshop techniques challenge preconceptions and develop solutions so that young people can make informed and sustainable decisions to positively change their behaviour and understand their responsibility to other road users and passengers.

The show's Learning Objectives

- Challenge perceived 'low risk' behaviour, speeding and anti-social driving
- Investigate the dangers of a passenger distracting the driver with loud music, mobile phones or 'playing' with the car's instruments
- Raise awareness of how even low levels of alcohol consumption can impair judgement
- Understand the value of using available safety measures, especially seatbelts
- How to effectively challenge irresponsible behaviour in road users, including older drivers

Statistics from all who have taken part.

98% of students...said it made them more aware of the consequences of risk-taking behaviour on the roads.

100% of adults...thought the presentation had been beneficial for their students.

96% of students...now feel more confident that they could say no if someone pressured them into doing something dangerous.

The cast of 'Braking Point' are pictured with EYSF Senior Student Team members Jordan, Ella, Tom, Tegan and Emily along with learner drivers Owen, Daisy and Olivia.

Mr Henderson
Head of Sixth Form





PSHE & CAREERS EDUCATION



Mr Coupe writes:

As you will have seen on the front cover of this edition of the Longcroft Newsletter this week we have seen the launch of the Raising Aspirations Project organised by Women into Manufacturing and Engineering. This is just one of the exciting range of careers events that we have been working on this term.

As Year 11 consider the decisions they have to make regarding their next steps, we are busy supporting them in this process. To this end, we were pleased to welcome East Riding College, Bishop Burton College and the Army to the school on Tuesday last week to meet with our pupils that are considering these options, before they went to visit the workshops of engineering apprenticeship provider HETA in the afternoon. Meanwhile, pupils who are considering the Sixth Form or A-Level route took part in taster lessons in Sixth Form subjects, which created a real buzz of excitement among these pupils. However, careers education is important in all years, so, in addition to our PSHE programme and these one-off events, every form tutor in the school spends one form period per week introducing pupils to an element of careers. Having spent the first half term looking at different industries pupils are currently being led through a topic called Pathways and Providers which looks at the range of institutions they can attend and qualifications they could achieve post-16. This week, pupils have been learning all about the apprenticeship route and it is really great to see pupils from Year 7 upwards engaging with this learning and asking really pertinent questions about their future!

Pathways & Providers

Apprenticeships

Are they right for you?

There are apprenticeships for over 1,500 job roles – allowing you to enter careers in anything from engineering to boat building.

Apprenticeships are ideal if you have a clear idea of the career you'd like to pursue, and you're willing to commit to work and study. Unlike in school, at college or on a traditional degree course, the majority of your learning will be through on-the-job training in your place of work.

What is an apprenticeship?

An apprenticeship is a real job, with hands-on experience, a salary and the chance to train and gain qualifications while you work.

- ☒ You are treated just like all other employees, with a contract of employment, a salary and holiday leave.
- ☒ You are given real responsibilities.
- ☒ You will spend at least 20% (equivalent to 1 day a week) of your time completing off-the-job training, often at a college, university or with an independent training provider.
- ☒ You will train to be fully competent in your chosen occupation.

How will I study as an apprentice?

In apprenticeships, this is called 'off-the-job training' and should equate to 20% of your time. Your off-the-job training will be completed within your paid hours and will fit around the job commitment and needs of the business. There are different ways that off-the-job training can be delivered. It could include:

- Once a week (day release)
- In blocks of a week or more at scheduled times (e.g. a week in September)
- Studying online
- A combination of the above

Your employer will select the apprenticeship training provider that will support you with your programme.

What are the benefits of becoming an apprentice?

There are many benefits to becoming an apprentice. For example:

- 1 You work in a real job for a real employer
- 2 You gain valuable work place skills and experience
- 3 You are paid a salary and have a contract of employment
- 4 You get paid holiday
- 5 You achieve qualifications
- 6 You get support from colleagues and your training organisation
- 7 You become more employable because you have experience of work
- 8 You have better career prospects once you complete your apprenticeship

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In the world of PSHE learning, this week has been all about assessment. With PSHE being a non-examination subject, our focus here is on pupil engagement and effort as well as knowledge retention. Whilst we do have a short comprehension/recall element to the assessments to ensure that any gaps in vital understanding can be addressed, the key to effective PSHE education is to ensure and maintain high levels of pupil involvement. With PSHE being taught by form tutors in Years 9 – 11, that collaborative, inquiry-led approach, where trust and reflection are central to the learning process is vital in enabling a good level of support for our young people. I'm very pleased to report that so far this year 94% of Year 9 pupils, 90% of Year 10 pupils and 91% of Year 11 pupils are achieving the highest effort grades of A or B in these PSHE sessions. This is very encouraging and testament to the work of our form tutors and to the mature manner in which our pupils have addressed some vital issues in these sessions.



Finally, we once again turn our attention to a sector of the local labour market. This week we are focusing on the food and agriculture sector. Unsurprisingly, this sector is a major part of the local economy, employing over 17,000 people in the Humber region. This sector is dominated by small businesses with 95% of organisations employing fewer than 10 people. At present, the UK agricultural sector produces 64% of the food we eat as a country, and this will increase in the future as our population grows and global food production patterns change in relation to climate change. As for our region, Yorkshire and the Humber is the country's largest food producing region, with the Humber alone processing 70% of the UK's chilled and frozen seafood. To meet future challenges of food security and climate change, the sector will be using more innovative and automated technologies, which will drive demand for engineers, scientists and mathematicians – the sector will need highly skilled individuals to overcome these challenges. This sector clearly offers great opportunities for our pupils in the future.

Mr A Coupe

Head of PSHE and Careers Education



SAFEGUARDING



Mr Rogers writes:

On-line Safety

It is vital that as we spend more and more of our time online, we make every effort to stay on top of how we can keep our young people safe online.

We recently worked with Smoothwall to look how the world of social media has evolved in recent months.

At Longcroft we continually work to develop our digital safeguarding strategy and fully embed it within our school, and work with parents and other key stakeholders to embed a zero tolerance of online abuse and become more informed what to do when faced with undesired situations.

New apps are being developed all the time, and the vast majority of the time they are developed to provide a service which is not being meant by others. Apps are (on the whole) not developed by people wanted to exploit or make the internet a less safe place. As parents and teachers we should do all we can to stay informed about new apps and how they can be used safely.

We have been made aware of an App that may pose a significant safeguarding concern. Monkey App allows users to have video calls with strangers. The platform markets itself as 'an alternative to Omegle, with a TikTok vibe'. It has been found that this platform contains large amounts of inappropriate, disturbing, and harmful content transmitted via web cameras.

The unpredictability of this content is likely to increase the shock factor and harmful impact because users have no warning as to what may appear.

- **No age verification** – There is little to no age verification mechanism, which children of any age can easily bypass. All users must do is tick a box to confirm that they are over 18. If users are signing in using their Facebook or Google accounts, the platform will still ask for a date of birth without any proof. The place where users input their DOB is pre-set to age 18.

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- **Designed to attract children** – Everything, from the name, to the graphics used on the platform suggests this is created to attract children. It is described as ‘an Omegle Alternative with TikTok vibes’. On Google Play Store, its description reads ‘Make friends and chat to celebrities’ and the app has copied TikTok’s vertical style video feed.
- **In-app purchasing** – There are ample opportunities to spend money via VIP profiles or through buying more in-app currency called coins.
- **Location sharing** – The location of every user is shared publicly (not specifically but will say a country and a town/city) and there is no option to block this.
- **Users can not access this platform without turning their camera on.** If you deny the camera, Monkey will prompt you ‘Monkey needs the cam’.
- **Sharing personal information online** – As with all livestreaming apps, children and young people could give away personal information without realising. They may also share details with strangers online or via linking their Facebook or Google accounts.

Top Tips for talking to your child about online risks

- Engage young people in a conversation **about keeping safe online and who they would talk to if someone made them feel uncomfortable online or if they see something online that worries or upsets them.**
- When talking to a child or young person, it’s best not to mention the app or website by name. If you do, it is likely that the child or young person will check out the platform on their own if they haven’t done so already. **Instead, ask them what kind of new sites/apps they are using with their friends.**
- **You should support children to understand the implications of sharing content that is explicit, particularly if this involves images or chats with other children.**
- You can also submit an online report to the Child Exploitation and Online Protection Command (CEOP) by clicking [here](#).
- **If you have concerns about the immediate safety of a young person, you should contact the emergency services on 999 (emergency number).**

Mr Rogers

Deputy Headteacher

Head of Care and Achievement



Mr Taylor writes:

Hello again. This week we look at the "O" of the VOICES acronym presented to you last week. "O" stands for Organisation - The organisation and careful presentation of your child's work, specifically:

- Presentation of work shows great care and pride.
- The title is written in pen, underlined and the date is evident at the top of the page.
- Handwriting (with exemption for specific reasons) is neat, in black/blue pen and diagrams are drawn neatly.
- The use of basic school equipment is evident: pen (blue or black and green ink), pencil, ruler, eraser and highlighter (as needed).

The presentation of written work

The neat presentation of written work is important for several reasons. Well-presented work:

- creates a good first impression;
- helps to foster pride in good work;
- helps to increase feelings of success and achievement;
- has a specific mark allocation in external examinations.

TEACHING & LEARNING

Heading up

The starting point is to ensure that every piece of work is well headed up.

- Underline previous piece of work
- If on paper: Name and Form – top left
- Date – top right
- Leave a line
- Title, centred
- Leave a line before writing
- Name and form (if on paper), underlined; date, underlined
- Title, centred and underlined

Underlining of text

- Essential for name, date and title, and at the end of a piece of work. Useful also for subheadings, and for highlighting key words within the body of the text.

Legible handwriting

- Factors include using an appropriate writing instrument (e.g. rollerball or fibretip pen); even line of writing; appropriate size of letters; even height ascenders and descenders; straight margins. We operate a handwriting support club for those who may need extra help about handwriting, please liaise with the SENCO.

Graffiti-free books

- We allow no doodling, on covers or inside. If any appears, we insist the book is covered at once.

Hopefully you will see this in your child's books. Please do re-emphasise it to them when you can.

Mr Taylor

Head of Teaching and Practitioner Development



IN FOCUS

PHYSICAL EDUCATION

All pupils in Lower School enjoy two hours each week of Physical Education while in Upper School pupils have one hour. In addition our PE staff, supported by other colleagues including Miss Rushby and Mr Fox, put on a broad range of extra-curricular opportunities for pupils of all ability levels and degrees of experience.

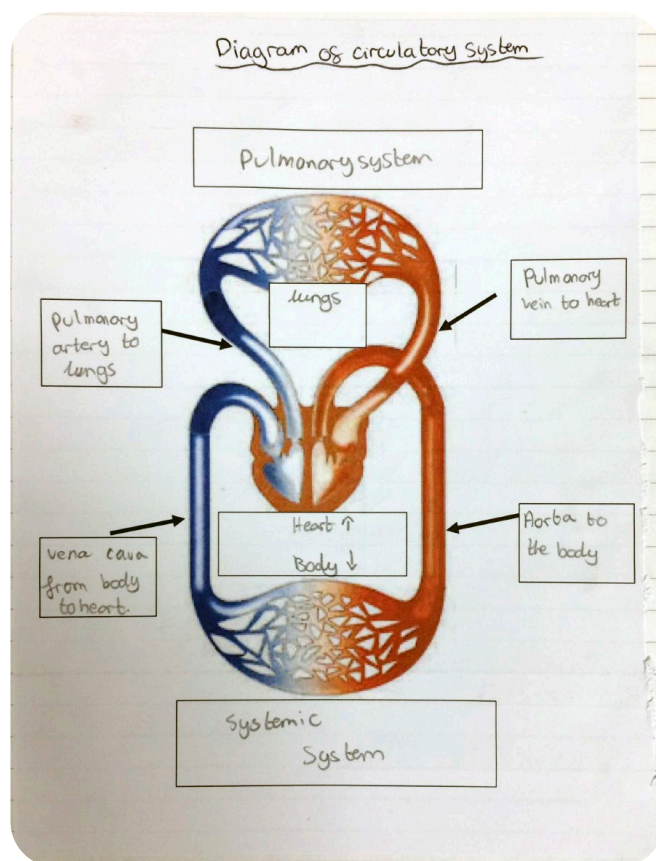
Some of these sessions allow our younger pupils to enjoy working with older pupils and Sixth Form students, who are excellent role models. Extra-curricular opportunities also allow pupils to represent Longcroft and each week we feature matches, tournaments and competitions in the Newsletter. Our pupils always represent their school with pride and we are proud of their efforts in both local and national competitions.




We are frequently able to highlight pupils' successes in sports ranging from athletics and boxing to rugby and football, and we are always proud to celebrate the achievements of our former pupils.

Sport has always been a significant feature of life at Longcroft, and as well as encouraging participation and a life-long love of physical activity and a healthy lifestyle our dedicated team are proud of pupils and Sixth Form students' achievements in the GCSE, BTEC and A Level courses they offer.

GCSE PE and Sport Studies are popular options in Years 10 and 11. These courses enable pupils to develop and apply knowledge of sports-related activities. Pupils learn about the structure and function of systems of the body, the effects of exercise on the body, components of fitness, principles of training and sport and the media. Courses include a focus on officiating while pupils explore contemporary issues in sport, different ways of being involved in the sports industry, and the impact of sport on wider society. Examples of Year 10 pupils' work are featured here.

High levels of participation, pupils' impressive progress and our results in all aspects of sport and physical education from examination classes to national competitions make this an aspect of school we are proud to celebrate.



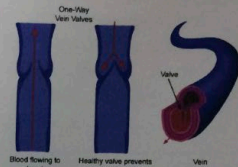
Plane	Description	Movement	Apply
	Divides the body into front and back.	Movements in this plane are sideways movements of adduction and abduction.	jumping jack star jump action at hip during breast stroke in swimming
	Divides body into upper and lower (superior / inferior)	Movements in this plane are rotational.	Spin in dance pivots in netball
	Splits the body vertically into left and right sides.	Movements in this plane are up and down - flexion and extension.	leg action in running takes place in this plane.



Blood Vessels

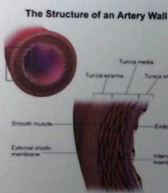
Veins

Veins carry blood towards the heart and have valves which prevent backflow of blood. Veins have a thin outer layer of muscle and elastin which provides resilience and elasticity to tissues and organs. Veins also have a wide central lumen to help unoxxygenated blood back to the heart. When the valves in the veins fail this causes varicose veins which look blue in colour near the skin.



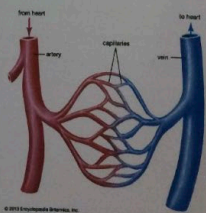
Arteries

Arteries carry oxygen and nutrients away from your heart to your body. Arteries have a thick outer layer made up of collagen fibres which prevent the artery rupture due to the high pressure of the blood stream. The artery has a thick inner layer made up of muscle and elastin which also protects itself from rupturing due to high pressure. The artery has a narrow central lumen which helps maintain the high amount of pressure of blood.



Capillaries

Capillaries exchange oxygen and nutrients for carbon dioxide and waste, which can also be known as reoxygenating blood to be used up by the body during movement, activity or sport. When the oxygen has been used up by the body the blood has been deoxygenated and has got to get rid of the oxygen and nutrients and has exchanged for carbon dioxide and waste.



Wednesday 15th September Functions of the Skeleton

Support Posture Protection Movement Blood cell production Storage of Minerals

① Support

- The skeleton keeps the body upright
- Provides a framework for muscles and tissue attachment.

② Posture

- The skeleton provides the human shape and determines the height of a person
- The skeleton allows us to have good posture when sitting at your desk
- In sport, the skeleton can help posture and will improve technique therefore performance

③ Protection

- The bones of the skeleton protect the internal organs and reduce the risk of injury on impact.
- For example, the cranium protects the brain, the vertebrae protects the spinal cord and the pelvis offers protection to the sensitive reproductive organ

④ Movement

- The skeleton allows movement of the body as a whole and its individual parts
- Where bones meet, they form joints which act as levers
- Tendons attach the bones to muscles enabling a variety of movements both small and big

The pathway of blood

The oxygenated blood leaves the heart via the aorta and travels to the body. The body (when exercising) uses the oxygen for its muscles. Then the deoxygenated blood travels back to the heart via the vena cava. Then the heart pumps it to the lungs via the pulmonary artery to pick up some oxygen. Then the pulmonary vein carries the oxygenated blood back to the heart. The cycle continues over and over again. The system that carries blood to the body is systemic system and the one that carries the blood to the lungs is called pulmonary system. Pulmonary artery + vena cava carry deoxygenated blood. Pulmonary vein + aorta carries oxygenated blood.

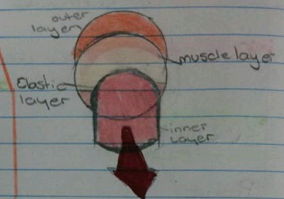
Systemic System

The oxygenated blood leaves the heart via the aorta. It then travels to the body parts/organs e.g. muscles where the oxygen is delivered and the deoxygenated blood travels back to the heart via the vena cava. From the heart deoxygenated blood leaves via the pulmonary artery to the lungs, the blood is oxygenated again and travels back to the heart via the pulmonary vein to complete the pulmonary system and start again by leaving the heart via the aorta to complete the systemic system as well.

BLOOD VESSELS

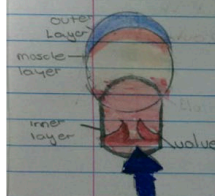
Arteries

- Carry blood away from heart
- Carry oxygenated blood
- High blood pressure
- THICK muscular walls
- Small lumens
- apart from the pulmonary artery



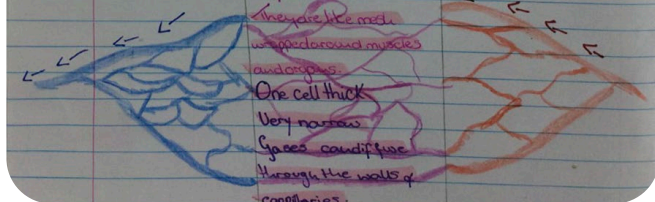
Veins

- Carry blood back to the heart
- Carry deoxygenated blood
- pulmonary vein
- Low blood pressure
- Veins have valves to prevent back flow
- Veins have thin walls and large lumens



Capillaries

- They are the most widespread around muscles and organs
- One cell thick
- Very narrow
- Gases diffuse through the walls of capillaries





Memory Lane

This week we take a trip back to 1982/83 and feature two 2nd Year, or Year 8, tutor groups.

Mrs Ellis, who many former pupils will remember fondly from her roles as teacher of Modern Foreign Languages and Assistant Head of Year, is pictured with her tutor group.



Back Row:

R Smith; I Sellers; G Price; M Wilson;
P Crockatt; S Robinson.

Third Row:

P Rowley; C Collinson; R Robson;
R Chadwick; J Blower; L Hampston;
L Horton.

Second Row:

S Firth; M Sammy; L Barber; K Johnston;
S Jasper; P Truscott; S Teal; M Chapman.

Front Row:

A Moody; K Shepherd; H Pegg; J Barber;
Mrs Ellis; N Castledine; S Jackson;
C Clark and J Bainton.



RE teacher Miss Barrett, who former pupils might remember as Mrs Ingham, is pictured with her tutor group.



Back Row:

Tim Hudson; Philip Clackstone;
Simon Henderson; Robert Burnett.

Third Row:

Tim Rowson; Simon Walker; David Blake;
Sean Garwood; Matthew Hardman;
Stephen Bingley and Darran Hillerby.

Second Row:

Roger Smith; Gillian Foote; Neal Hopper;
Sarah Williamson; Andrew Wilson; Rachel
Horner; Stuart Allum; Owen Jones.

Front Row:

Samantha Burnham; Angela Wainwright;
Karen Watson; Joanne Edmond; Miss
Barrett; Gillian Thompson; Sonia Nichol;
Julie Marwood and Helen Brough.



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LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

NEWS

LETTER



Friends of Longcroft School

Thank you once again to our committed Friends of Longcroft School who continue to raise valuable funds through which we are able to enhance our pupils' education.

Readers who shop using Amazon can make FOLS their chosen charity through AmazonSmile and support the Friends of Longcroft in their valued fundraising efforts.





Pupils Enjoying Success in the Community

This week we are delighted to feature a number of pupils who have enjoyed success in activities outside school.

Emily Enjoys Dancing Success

Year 7 pupil Emily started dancing when she was 3 at Beverley's Inspire Dance School. She said, "I enjoy it because it allows me to express myself."

Emily's favourite genre is contemporary dance. She said, "The songs are really nice and the style is easiest to express yourself with." Emily just earned a merit in Grade 1 Tap. She has also done graded examinations in Ballet and Modern. Emily said, "Dance makes me feel happy – it takes me into my own world. This Sunday I'm performing at Hull New Theatre – it's about a firebird and it's quite contemporary with some ballet. My dance teacher had to pick some of her pupils and she thought I would be well-suited to it."

In the future, Emily hopes to get all her grades and become a senior in dance. Eventually she would like to become either a professional dancer or a dance teacher. She said, "I really look up to my dance teacher and would like to be like her."



Samantha's Success

Year 9 pupil Samantha has been practising Karate and the discipline of Kata for four years. Kata, a Japanese word meaning 'form', involves participants completing a detailed pattern of choreographed martial arts movements. This is an excellent activity for developing and improving both physical conditioning including balance and also concentration.

Samantha recently competed in Sheffield in both Kata and Kumite. She said, "I competed against blue belts, red belts and green belts. I got two silver medals. Kata is where we use all our blocks and strikes, and Kumite is what we call sparring. We are not allowed to make contact with the opponent, and if we do twice we are disqualified. We learn a range of blocks and strikes and everyone goes out to do their best and win."

This fascinating sport allows participants to learn tremendous self-discipline while also appreciating the cultural significance and enjoying the many benefits of physical activity and competition.

Samantha has earned her achievements through hard work and commitment – the characteristics she shows in school every day. We are delighted to congratulate her and look forward to hearing more about her progress and successes in the future.





Rebecca's MMA Success

Year 7 pupil Rebecca has been enjoying mixed martial arts since 2018. She explained, "I started because there was an event at my primary school and we were told that if we were interested we could continue to take part. I enjoyed it, so I did."

Rebecca recently succeeded in the fantastic achievement of earning her red/black belt. She said, "I felt happy because I'd achieved more and I'm now at a better level."

When asked about her role models, rather than martial artists Rebecca said she prefers to look up to people who are kind. She added, "Martial arts teaches you discipline and I like to show that in my life and work. I train a lot at home and at my club at least once each week."

Rebecca considered her next steps and said, "I want to keep doing my grades and in the future I hope to be a martial arts teacher."

Gymnasts Excel in Local Competition

Three gymnasts who compete for local club Meridian enjoyed success last weekend in the Hull and District Gymnastics Association Competition.

Year 8 pupil Evie won a silver medal in the vault, Amelia from Year 9 won bronze in the vault and silver overall and Year 11's Aimee won silver in the vault, bronze in the floor and silver overall. These are fantastic results and reflect positively on the girls and their families but also on another of Beverley's impressive amateur clubs.

Meridian's philosophy is to teach gymnastics in a fun safe environment that boosts self-esteem with the goal of developing each individual's gymnastic potential in a safe and enjoyable atmosphere. Competition squads are offered for gymnasts who are dedicated to achieving their potential and competing. The competitive route suits gymnasts with the physical and mental capabilities to perform and who wish to compete for the club. Amelia has been training as a gymnast for eight years. Her preferred discipline is the vault. She said, "It's easier, but it still requires the discipline of performing it correctly." She added, "On Sunday I did the floor and vault. It was good because there were a lot of gymnasts in my category." While gymnastics is Amelia's favourite sport, she also plays netball for Longcroft. Evie said, "My favourite event is the vault." Aimee has been doing gymnastics for seven years. She said, "I started at home and then went to the Leisure Centre for a year, but I wanted to compete so I joined Meridian." She added, "My favourite discipline is the bars." Aimee explained, "I especially enjoy gymnastics as it provides a break from academic study." Considering the future, Aimee is looking towards the Gymnastrada in 2023 after which she might join adult classes.



Congratulations to all the girls and to everyone at Meridian who gives up their time and through their skills and dedication make such opportunities and success possible.



Pupils in Remembrance Tribute

We were proud to hear that four Longcroft pupils performed in Remembrance services over the weekend as members of the Church Lads and Church Girls Brigade Band.

Amy, Anna and Emily from Year 8 and Sam, who is in Year 10, enjoyed the experience.

Sam said, "I performed on Sunday and was very proud. I play the drum like my brother Josh did. It was a massive achievement to take after my brother, and he was there to see it."

Sam added, "I've played for about five years. I started because of my brother, although my dad and uncles have been in the same organisation and my Nan was a leader. I enjoy meeting new friends and seeing people I don't come to school with."

Anna said, "We performed at the Arboretum in Staffordshire on Saturday then in Beverley on Sunday."

Amy added, "I was nervous but then happy. I've been playing for 3 to 4 years. My mum and dad were in the brigade and my brother and dad used to play brass. I play the glockenspiel."

Emily said, "I started playing the trumpet at primary school and got into it. I was really nervous – I thought I'd mess it up!"

The pupils certainly enjoyed their busy weekend, and we are proud that they were able to perform at such an iconic venue. The Arboretum welcomes over 300,000 visitors annually and the impressive site ensures the unique contribution of those

who have served and sacrificed is never forgotten while providing a year-round space to celebrate lives lived and commemorate lives lost.

We hope all four pupils will continue to enjoy their music and the many benefits of being part of such a wonderful, long-standing organisation as the CLCGB.





Extra-curricular Commitment Rewarded



Footballers Enjoy Representing Longcroft

The Year 7 and 8 girls' football team participated in their first tournament on Thursday at Hull University. The EFL girls' cup was run by Tigers Trust and involved the Longcroft team playing against a variety of schools in the local area including St Marys College and Wolfreton School. The Year 7 and 8 team showed some excellent defending skills, meaning they conceded very few goals. Overall, the Longcroft team came in third position in their group, a great effort from the girls who represented the school so well. Well done to the girls who took part!

Last Thursday we also hosted the second of our weekly 7-a-side football competitions. This time it was our Year 7 boys who were competing against Beverley Grammar, Headlands, Driffield and Hornsea.

In our first game we came up against Driffield and after overcoming some early nerves a great goal from Leon Hardy gave us a 1-0 win. In our second match we played against Hornsea. This was Hornsea's first match of the night, and they were clearly very keen to get going. We produced some better football, but the game finished 0-0. The third match saw us taking on Headlands. By this point we were starting to show some fatigue and goals in the first and last-minute saw us lose this match 2-0. Our final game was against local rivals Beverley Grammar. This was an exciting game with chances at both ends. Only a last-minute fingertip save onto the crossbar from the Grammar goalkeeper prevented us from winning this game and it finished 0-0.

At the end of the competition 3 teams had 5 points from their 4 games showing how tight the competition was. Unfortunately, we have not progressed to the next stage due to a poorer goal difference.

Congratulations to the following pupils who have completed their extracurricular bronze loyalty cards this week:

Chloe Wilson

Kasey Scott-Leak

Emily Stevens

Amy Bruton

Natasha Sharpe

These pupils will now go onto their silver card. Well done!





The boys showed great spirit, and were a credit to the school. Up next week is the turn of our Year 8's.

On Tuesday evening, the Longcroft Year 7, 8 and 9 girls' football team hosted Cottingham High school in a seven a side match. The Longcroft team started well with an excellent goal from Millie Frank. However, the Cottingham team were a strong side and continued to put pressure on Longcroft. Anna Bruton and Tilly Midgley put in excellent performances in defence to deny the away team. Overall, it was an excellent performance from the Longcroft side, with the final score a well-deserved 3-2 to Longcroft. Well done girls!

Netball Success

On Monday evening, Longcroft's Year 9 and 10 netball teams hosted South Hunsley in a friendly game. The Year 10 team started off strongly with some excellent movement off the ball, allowing them to win their first half 3-1. In the second half the South Hunsley team came out battling, allowing them to score a few early goals and make it level. In the final minutes of the game, the away team were able to score two late goals, allowing them to claim the victory.

The Year 9 team showed some excellent passing skills, allowing them to move the ball fast down court. After the first half, Longcroft led 1-0. It was a close game between the two teams, but Longcroft were able to secure a solid 3-1 win!

Well done to all the pupils involved!





Sporting Stars

At the end of each half term, the Longcroft PE team choose one pupil from each class they teach that have shown either great heart, great thought or great vision.

For example, an act of great heart may be helping another pupil in class. An act of great thought may be contributing well in your lessons and an act of great vision may be having a fantastic attitude to learning and showing good effort when learning a new skill.

Well done to the pupils on the board who have been selected by your teacher.



	Mr Martin	Mr Cassidy	Miss Calam	Mrs Henderson
Year 7	7PP1: Murphy Barker (Thought) 7QP1: Charlie Moses (Thought)	7PP1: Lewis Pemberton (Thought)	7PP2: Phoebe Haw (Vision) 7PQ2: Keira Lamb (Vision)	7PQ2: Gracie Ferne (Vision)
Year 8	8PQ2: Luke Suggitt (Thought) 8PP3: Charlotte Britt (Thought)	8PP1: Logan Knowles (Thought)	8PQ1: Millie Berry (Vision) 8PP2: Poppy Riby-French (Vision)	8QP1: Jemima Jameson (Vision)
Year 9	9QP3: Sarah Warburton (Thought)	9PQ1: Niko Dutkowski (Thought) 9PP1: Alex Goldberg (Vision)	9PP2: Lily Parsons (Heart) 9PQ2: Libby Wood (Vision)	9PP3: Olivia Langdon (Vision)
Year 10	GCSE PE: Phoebe Flanagan (Thought)	GCSE PE: Alex Lawton (Thought) GCSE PE: Travis Chambers (Thought)	GCSE PE: Amelia Irvine (Vision)	Freya Vidal (Vision)
Year 11	Sports Studies: Freya Pexton (Thought)	GCSE PE: Gabbie Caruso (Vision) GCSE PE: Georgia Snowden (Vision)	Sports Studies: Owen Bruton (Heart)	Lily Wilson (Thought)



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.

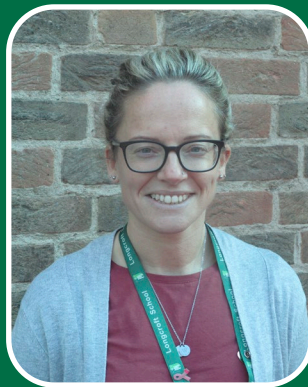


Year 7

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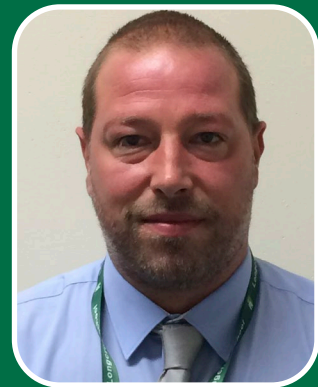


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