



LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

NEWS LETTER



Sweet Charity

Pupils' Bake Sale Raises Valuable Funds

Three Year 11 pupils utilised their baking skills to raise £200 for Castle Hill Hospital's Cancer Unit.



Frankie, Abbie and Eleanor baked and sold a wonderful range of treats which staff and pupils certainly enjoyed. They also raffled a cake which Mrs Newsam was delighted to win!

Frankie explained that she and Abbie wanted to raise money for this fantastic cause was because their granddads were treated at the Unit, while Eleanor added that she wants to be a nurse and will therefore one day be working in a similar environment.

All three girls really enjoy baking and we are all delighted

that they chose to use their amazing skills to produce such lovely cakes while showing great heart in their determination to support a very worthy cause.

Mr Baker said, "We are very proud of the girls' initiative and determination to support such a great cause. This particular facility has a link to Longcroft and we are delighted with the amount raised."





Executive Headteacher's Welcome



As December approaches and following the request from a number of parents, we thought it would be good to share a few ideas that might appeal with regard to presents that are not only fun but educational.

This year we've decided to focus on magazine subscriptions that, with our huge focus on reading, not only provide engaging materials but also help improve our children's reading and vocabulary. As many parents will be aware from previous articles, one of the challenges for us, as parents, is not only encouraging our children to read, but to ensure the books, authors and genres they opt to read provide sufficient challenge. As a child, it is fun to follow a particular series or author, but children can, at times, find themselves accessing books that do not provide sufficient challenge. The balance, of course, is between enjoying reading while at the same time seeking to develop their language skills and experience. Of course, you can also have fun and read challenging text and here are a few examples that may help broaden your child's reading, provide fun and also help educate.



First News. This is the leading newspaper for children aged 7 to 14. Today's news is collated, formatted and shared with the audience in mind, but it helps develop a healthy understanding of the world around us and of the topical issues making the news. Weblinks also allow children to access additional material linked to articles. For most, access via First News provides a filter allowing safe discussion as a family of some challenging issues, while ensuring children develop a wider understanding of the world, different cultures and societies.

The Week. Some parents may access the adult version of this publication. Known for great journalism, the junior version, like First News, provides the same insight and articles. The same publisher also produces a **Science and Nature** version.



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The best-selling national publication for children is **National Geographic**. The adult magazine is breathtaking, I feel, in its breath and depth of coverage but can be very challenging for children to access. The junior version brings similar coverage but is far more accessible and enjoyable for children. A number of one-off publications can also now be found on the website, linked to particular popular topics.

Other options include:

How it Works or **Stuff** for budding engineers or scientists.

FourFourTwo or **Match!** for those engrossed within football.

GP Racing for those who love Formula One and want to follow the racing season.

All About Space or **All About History** provide a really good insight into both subject disciplines, making learning fun.

Finally, **Teen Breathe** is a publication I've not had the opportunity to see before, but might be of interest. Focusing on wellbeing, mindfulness and happiness.

Whatever your choice, if any, the number of options available to secondary school children now is extensive and as mentioned before, not only do such publications aid reading, but they provide a potential distraction from electronic devices and may provide for those quiet moments, such as at bedtime, a great opportunity, for your child to further their interests and develop their reading at the same time.

Do have a good weekend.

Mr J Britton
Executive Headteacher



Head of School's Welcome



This week we have been working with Form Groups to re-start our Year Councils and School Council.

Following presentations in tutor time, pupils have put themselves forward to be considered as Form

Representatives, have delivered speeches to their peers explaining why they feel they have the skills to be an effective Representative and following a voting process, the winners are being announced. I have been really impressed by the thoughtfulness and maturity of our pupils as they have participated in this process, and it has prompted many interesting discussions about ways in which the pupil population can help us collectively to put our school values of Great Heart, Thought and Vision into practice.

The benefits of having a Year and School Council are many: as well as offering a taste of democracy, research indicates that participation can increase the self-confidence of those involved, help form groups to feel more involved in school life, enhance the school ethos and improve communication between pupils and teachers. I hope that the Councils will encourage pupils to take develop responsible attitudes and appreciate that we should all work together to make our school and the wider community a better place in which

to live and learn. We are very much looking forward to announcing the successful candidates in the near future once all voting has been counted.

We are also in the process of re-launching the Duke of Edinburgh Programme. As you may remember, we were due to start this in the very week that the pandemic took over and the first lockdown took hold; we have been cautious since then about mixing across years and bubbles, but feel that we can now resume the programme, so will be offering pupils in Years 9-11 the opportunity to take part in the coming weeks. Again, this is a great opportunity for pupils to get involved in active participation, skill development and citizenship, and I am hoping we will have a really positive first cohort.

Meanwhile, the ClassCharts rewards total continues to grow with almost 240,000 positive acts being rewarded in the first 10 weeks of this school year. That is a brilliant achievement for pupils across the whole school. If you do not receive notifications of your child's individual rewards from the ClassCharts app, please get in touch with your child's Care and Achievement Coordinator, who will be able to get you a unique access code for your child's ClassCharts achievements.

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 25,833

THOUGHT 113,897

VISION 99,858

GRAND

TOTAL:

239,588





LOWER SCHOOL



Mr Worthington writes:

As a child, comprehending the wider world, it is of particular importance to develop a sense of self and develop a sense of appreciation of other people and the surroundings we live in.

In History, pupils improve their ability to develop and extend their knowledge and understanding of specific key events, eras and societies in national and world history. In terms of life skills, History enables a pupil to develop further skills, such as being a successful independent learner and a critical and reflective thinker.

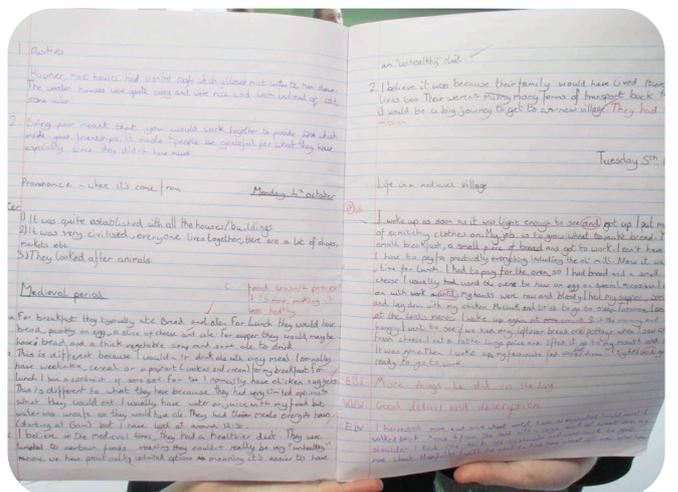
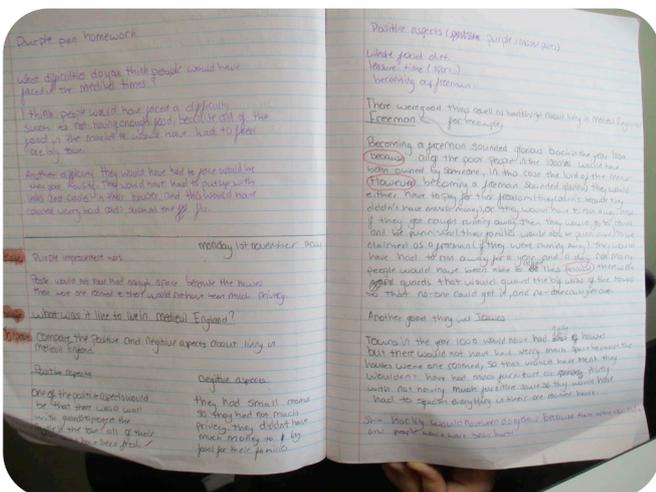
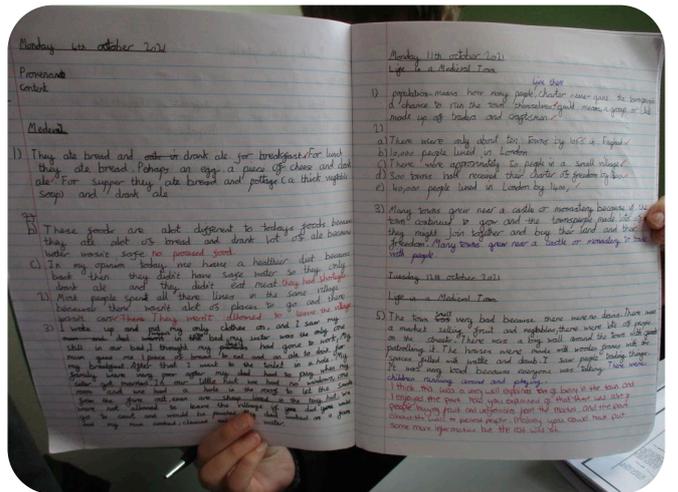
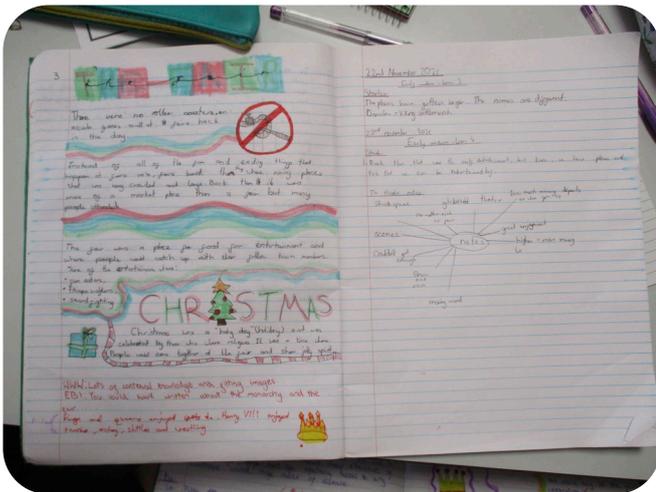
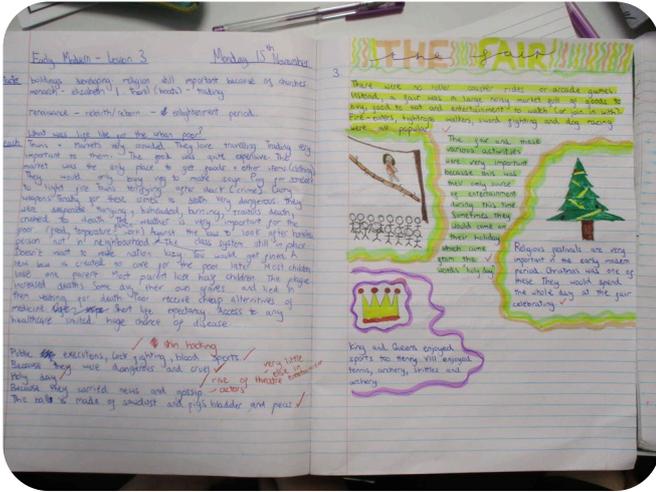
Our Year 7 pupils have currently been studying how Britain has developed over time in this area of the country, from the Roman period up to the present day. The children have really enjoyed sharing their work on local society and culture when I visited lessons this week. Sienna said "I've enjoyed studying about how people have developed over time and our ideas and cultures have changed."

As part of the core British Values in schools, the children have reflected on people's different identities and cultures under the idea of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. The children have also learned how different people lived in Medieval England and the different practices that took place in this time.



I have found it particularly pleasing to see how engaged pupils have been in their History work and their positive attitudes to how people are different. It's been wonderful to watch how our children's ideas have developed and seeing them make good progress in lessons. Pupils have been great at comparing modern day to ideas from the past, showing good critical thinking and developing their ideas further.

Mr Worthington
Head of Lower School





UPPER SCHOOL



Mr Colepio writes:

Charity Bake Sale

A huge well done to some of our wonderful Year 11 pupils who raised £200 last week for the Cancer Unit at Castle Hill Hospital. **Frankie Lockwood, Abigail Garth, Eleanor Ainley** and **Jessica Leck** organised the event to support their local community. All the goods sold like...well, you get the picture! Thanks also to Mrs Hildreth for her lovely lemon drizzle cake (I am talking from first hand experience!) and Mrs Nichols for helping with the raffle. Well done to all involved.

English Year 11 Revision Work

Here is a lovely example from English Literature from one of our Year 11 pupils as they work hard to prepare for their mock examinations. I have been very impressed with the attitude of our pupils during mentoring sessions. They are motivated to do well and not only have they been taking in guidance given but also pro-actively seeking extra help where required. I cannot remember a better group for many years. Well done, keep calm, chip away and work to a plan.

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Steve One, Extract 1: Scrooge's Introduction
The following extract has been taken from Steve One: Marley's Ghost. In this extract we are introduced to Scrooge's character.

Oh! But he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheeks, stiffened his gait; made his eyes red, his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas.

External heat and cold had little influence on Scrooge. No warmth could warm, no wintry weather chill him. No wind that blew was bitterer than he, no falling snow was more intent upon its purpose, no pelting rain less open to entreaty. Foul weather didn't know where to have him. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect. They often "came down" handsomely, and Scrooge never did.

Nobody ever stopped him in the street to say, with gladsome looks, "My dear Scrooge, how are you? When will you come to see me?" No beggars implored him to bestow a trifle, no children asked him what it was o'clock, no man or woman ever once in all his life inquired the way to such and such a place, of Scrooge. Even the blind men's dogs appeared to know him; and when they saw him coming on, would tug their owners into doorways and up courts; and then would wag their tails as though they said, "No eye at all is better than an evil eye, dark master!"

But what did Scrooge care! It was the very thing he liked. To edge his way along the crowded paths of life, warning all human sympathy to keep its distance, was what the knowing ones call "nuts" to Scrooge.

Once upon a time—of all the good days in the year, on Christmas Eve—old Scrooge sat busy in his counting-house. It was cold, bleak, biting weather: foggy withal: and he could hear the people in the court outside, go wheezing up and down, beating their hands upon their breasts, and stamping their feet upon the pavement stones to warm them. The city clocks had just gone three, but it was quite dark already—it had not been light all day—and candles were flaring in the windows of the neighbouring offices, like ruddy smears upon the palpable brown air. The fog came pouring in at every chink and keyhole, and was so dense without, that although the court was of the narrowest, the houses opposite were mere phantoms. To see the dingy cloud come drooping down, obscuring everything, one might have thought that Nature lived hard by, and was brewing on a large scale.

Revision Activities for Extract 1

Summary
In full sentences, briefly explain what is happening in the extract.

Writer's purpose
Pick three analytical verbs. Complete the following sentence three times, each time using a different analytical verb.
Scrooge may be presented as a miserly, 'old sinner' because Dickens wishes:
to criticise / to warn / to expose / to teach / to celebrate / to reveal the importance of / to question / to establish

Extract specific questions
Answer the following questions in full sentences. Use quotations where you can to help you explain your points.

- How does Dickens use the weather to reflect Scrooge's character? Dickens uses weather to describe Scrooge's character as he has used cold, stormy, just like weather in general. Suggesting Scrooge is cold hearted and selfish.
- Why do you think Dickens spends so much time emphasising Scrooge's isolation? It tells us of key areas Scrooge's character and how he is always on edge.
- What events have led Scrooge to this point? Why is he the way he is? Scrooge's character is being built up by Dickens. Scrooge is a miserly, old sinner. He is not happy and is not being happy. Scrooge is a miserly, old sinner. He is not happy and is not being happy. Scrooge is a miserly, old sinner. He is not happy and is not being happy.

Links to other areas of the text
How is Scrooge's miserliness and the cold Dickens describes in this extract different to Scrooge's character and the cold in Steve 5?

Themes
Choose two elements from the front of the book that relate to this extract and briefly explain your choices.

- Isolation
- Greedy & Miserly

Extra Challenge task
On a different piece of paper, write an extended response to the following question:
To what extent does Scrooge's lack of innate generosity contribute to his position as an outsider to society? Answer in full sentences using quotations and ensure you are discussing Dickens' purpose in your response.



Upper School PE achievement

Thank you to Miss Calam for keeping us all updated on the PE Star Achievement Board. After a period where sport and enrichment were challenging for all, it is so encouraging to see so many of our pupils making the most of these advantages. Sport was a major part of my own school experience and a special congratulations to **Chloe Wilson** and **Kasey Scott-Leak** who have completed their extracurricular bronze loyalty cards this week. Well done girls.

We would encourage all our pupils who make the most of all sporting and fitness opportunities available to them for so many positive and well established physical and mental reasons. Please see your PE teacher for an extensive list of available activities. I have included our running club as one example.

Mr Colepio
Head of Upper School





SIXTH FORM



Mr Henderson writes:

For our Year 13 students and Year 11 pupils looking to the future, choosing the right pathway begins with a personal dialogue about strengths, skills and qualities, but also dreams and ambitions. It depends on sound guidance and support from those around them who know them best and requires motivation to seek out opportunities that may have been overlooked or that they may not have been aware of.

It is fantastic to have received so many Stage One applications from Year 11 pupils who have made The East Yorkshire Sixth Form their firm choice for next year. Feedback from our future students and their parents frequently tells us that our smaller class sizes and personalised teaching gives us a big advantage over other post 16 providers. At a time when many young people are feeling the pressure of study and mock exams, it is reassuring for our group to know that they have a plan for the next two years and a team of excellent teachers around them who will help them to deliver it.

In Year 13 we have two students, Tom and Ewan, who have been researching Engineering degrees. To help with this and to develop their knowledge, this week they visited RAF Scampton as guests of the internationally renowned

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Red Arrows. Our students were able to spend time examining the iconic Hawk aircraft flown by the team, as well as watching a practice display. Crucially, they also spent time with world class aeronautical engineers and ground crew from the Royal Air Force and received excellent advice about different pathways to becoming an engineer and the opportunities available within the RAF and commercial aviation sector. An amazing experience for our future engineers!

Tom and Ewan write, "After spending the day with the Red Arrow engineers at RAF Scampton, it has really helped us to understand how a degree in engineering, whether mechanical or aerospace can be used in the real world and within a workplace."



Meanwhile, back in college Iulia has recently been mentoring a Lower School pupil, helping to develop vital reading skills. She was delighted this week to see the impact her intervention has had with her pupil, and she was eager to tell us how she also benefits from the weekly sessions. She writes, "When I volunteered to mentor younger pupils with reading, I was very nervous. However, as time has passed and multiple reading sessions have been completed, this feeling has disappeared. Recently I spotted a little problem that was affecting one of the pupils' reading, and I am very proud to say I have taken responsibility for making sure that the problem was addressed. I spoke to a member of staff and then the pupil, and I am now happy to say that the issue is getting sorted. I am also immensely proud of the pupil for accepting the help."

Mr Henderson
Head of Sixth Form





SAFEGUARDING



Mr Rogers writes:

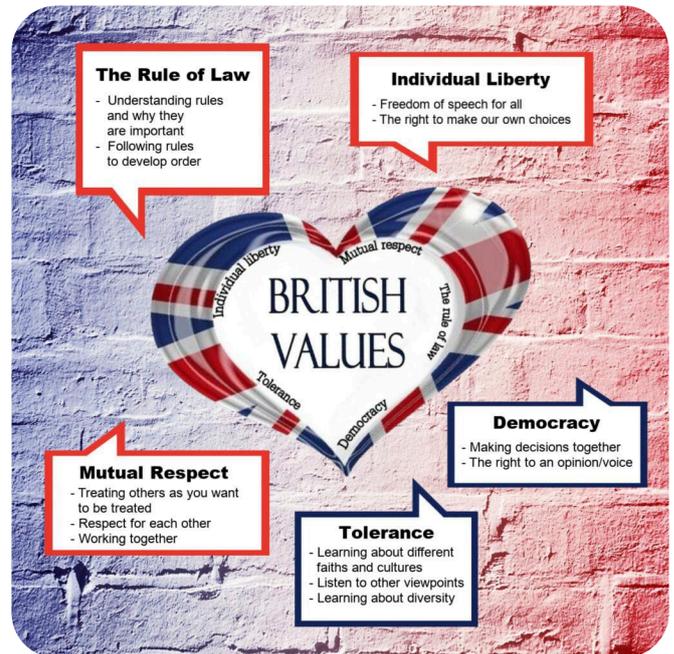
This week pupils were busy learning about the School Council and electing members.

We are proud to have re-launched the Pupil Council forum this week. In tutor time pupils have been learning about the democratic process of elections and how to participate positively in their learning community. Being part of the Pupil Council encourages co-operation and builds communication skills, to consider others and develop responsibility. In his article, Mr Worthington refers to one of our British Values and through this process pupils are able to apply their understanding of another – Democracy. In addition, of course we are always keen to seek pupils who support promoting great heart, thought and vision which they will demonstrate in many ways both during and after the election and through their work on and around the Council.

Being a part of the Pupil Council also contributes to achievement and attainment. When pupil voice is taken into account and is included within the decision-making process, pupils benefit from increased confidence, self-respect, increased opportunities to communicate and an improved sense of responsibility. Often pupils show an increased in motivation and engagement in learning where their opinions have been considered.

Pupils are certainly enjoying the election process. Year 7 pupil Aiden, who is hoping to be elected to represent 7RMH, said: "I would like to do this because I am good to talk to and a good listener. I am interested in trying to help with environmental waste and in taking good care of the school." He added, "I haven't done anything like this before, so it would be a good experience for me."

Pupil Voice



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We have lots of ways for pupils to share their thoughts and opinions with us, the Pupil Council is just one way of being able to do it! Another great opportunity is to participate in tutor group voice. Each week I meet with a group of pupils from a form, ensuring that the pupils I speak to represent all demographics of our cohort. This is an invitation for pupils to speak openly about their experiences in school, their likes, dislikes and to discuss the intervention we are putting into school to provide continual school improvement.

I am looking forward to being able to share with you the elected members of the Pupil Council and the outcomes of future meetings.

Mr Rogers

Deputy Headteacher

Head of Care and Achievement





TEACHING & LEARNING



Mr Taylor writes:

VOICES – “I” for Interlacing:

This is where the teacher will use their skill and judgement to assess the progress that a pupil has made, and the next steps they need to take. The intention is to ensure the transfer of knowledge from the short-term memory to the long term memory.

Interlacing of different forms of assessment: Formative and summative assessment is used frequently to ensure prior learning has moved from short term to long term memory and to keep the child informed about their progress.

- Marking is clearly both **formative**, in helping children develop their skills, knowledge and understanding and **summative in providing accurate levels and grades**.
- Assessment revisits prior knowledge systematically to **check short term and especially long-term memory retention**.

- The grading of assessment** allows children to understand on both a granular and topic-based level where they have succeeded, but also those areas where additional study will be required.

Why do we use these “retrieval” exercises?

Retrieval practice makes learning effortful and challenging. Because retrieving information requires mental effort, we often think we are doing poorly if we can’t remember something. We may feel like progress is slow, but that’s when our best learning takes place. The more difficult the retrieval practice, the better it is for long-term learning. For instance, recalling an answer to a science question improves learning to a greater extent than looking up the answer in a textbook. Struggling to learn – through the act of “practicing” what you know and recalling information – is much more effective than re-reading, taking notes, or listening to lectures. Slower, effortful retrieval leads to long-term learning. In contrast, fast, easy strategies only lead to short-term learning.

An example of the type of activity we may use to do this can be seen below:

Mr Taylor
Head of Teaching and Practitioner Development

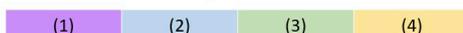
Title - Chapter 2: Francis meets Nicole.

STARTER

Retrieval Challenge Grid

How does the novel Heroes reflect real life?	Can you give examples of patriarchal societies?	Who wrote Heroes?	Why was Heroes written?
What kind of role did a woman have in 1940s America?	Where is the novel set?	What is the relevance of the title ‘Heroes’?	What happened in America in 1941?
What is patriarchy?	What are the main themes of the novel?	What does Francis plan on doing to Larry?	What was the response to Japan attacking Pearl Harbour?

What’s your score?





IN FOCUS

GEOGRAPHY

Pupils are making impressive progress in Geography.

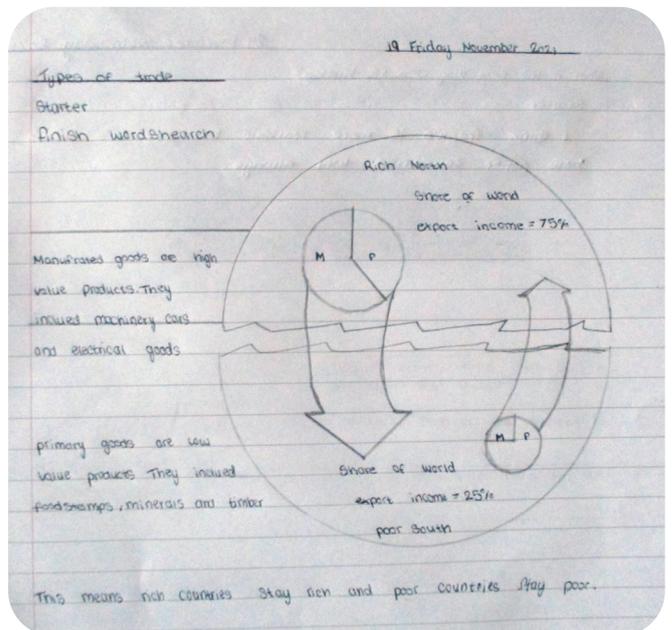
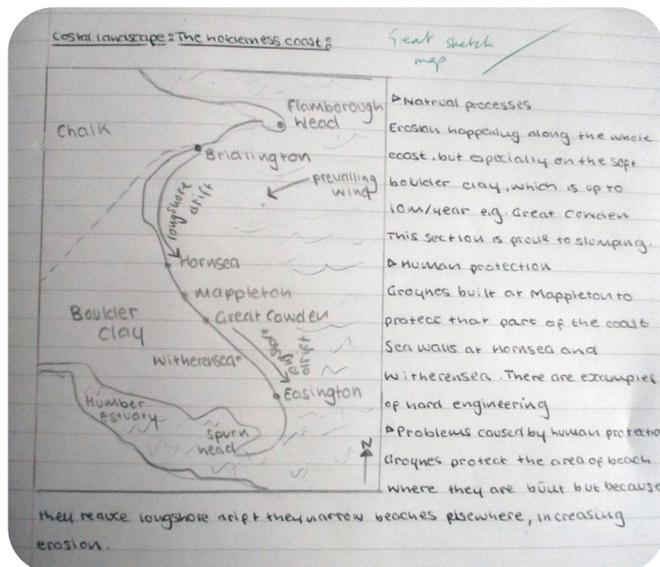
Year 11 are currently working on Rivers and Coasts and fieldwork essentials, including the enquiry process. This includes choosing enquiry questions, data collection, presentation and analysis to drawing valid conclusions and evaluating conclusions.

Having enjoyed their introduction to Geography during their first half-term at Longcroft, Year 7 are now studying how Earth began from a geographical perspective. Topics include 'Life on Earth', 'Geological timescales' and 'Humans on Earth'.

Year 8 are focusing on Africa and this half-term pupils will cover the continent's climate and biomes before looking specifically at the horn of Africa.

In Year 9, pupils are looking at global trends in urbanisation, differences in urban economies and land use change in urban areas.

Year 10, having begun their GCSE course with the study of 'Hazardous Earth' by focusing on the structure of the earth, the causes of earthquakes and volcanoes and tectonic hazards, are learning about the global atmospheric system and climate change. Tropical cyclones are a particular focus.





Tuesday 23rd November 2021

INTRODUCTION TO AFRICA

Introduction to Africa.

Starter:

1- It's important because otherwise countless more lives will die because you aren't prepared.

Teach: stereotypes

- That everyone is poor and miserable.
- Everyone is black.

Do: facts and figures.

1- I'm surprised that half of Africa's population is under 20 because that must mean that there are lots more kids but also means not many older people.

2- I'm surprised that the population is 1.1 billion that's over $\frac{1}{7}$ of the world pop.

Water is forced into cracks in the rock. This compresses the air when the wave retreats the compressed air blasts out. This can force the rock apart this is called hydraulic action.

Loose rocks called sediment, are thrown against the cliff by waves. This wears the cliff away and chips bits of rock. This is called abrasion.

Loose sediment, knocked off the cliff by hydraulic action and abrasion is swirled around by wave. It constantly collides with other sediment and gradually gets worn down into smaller and rounder sediment. This is called attrition.

Monday 8th November 2021

How do human activities affect the coastline

Starter

- **Coastal management**
- **Direct:** protecting the coast from erosion
- **Indirect:** Sediment movement increases erosion causes longshore drift.
- **Agriculture**
- **Direct:** changing farmland affects stability
- **Indirect:** left unprotected.
- **Development**
- **Direct:** More developed it is the more coastal defences have been built
- **Indirect:** change in transportation.
- **Industry**
- **Direct:** Gravel and sand are removed increasing coastal erosion.
- **Indirect:** industry on the coast is often reclaimed land that used to be marshland that allowed flood waters to speed out. Flooding could be increased.

How is a named coastline changing

A reason why the Holderness coast is changing is because of natural processes such as erosion, longshore drift build

- **Biological**

Plants grow through
- **Chemical**

rain forming a hole
- **Mechanical**

Salt weathering



Memory Lane

This week we feature two Year 7 tutor groups from 1997/98.

7L are pictured with their form tutor, Art teacher Mr Smith.



Back Row:

Kieran Jarvis; Guy Holwell; Gareth Stokes; Andrew Birt; John Pardy; Tom Christie and Lee Medlin.

Middle Row:

Rob Northen; Martin Whitehead; Kristy Duroe; Rosie Calvert; Sade Vaughan; Vicky Martin; Tom Edwards and Philip Savage.

Front Row:

Emily Herbert; Charlotte Hoyle; Charlotte Willoughby; Kathryn Rutter; Mr Smith; Amy Haworth; Clair Brandwood; Michelle Mudd and Amy Todd.



7T are pictured with their form tutor, Science teacher Mr Coop.



Back Row:

Gareth Lane; Jonathan Lloyd; Gareth Caddy; Christopher Osborne; Steven Thackray and Stuart Perry.

Middle Row:

Stuart King; Sophia Hammond; Christopher Day; Benjamin Wood; Matthew Galbraith; Lynsey Pickering; Jonathan Mawdsley and Kirk Jowett.

Front Row:

Samantha Wright; Emma Crowhurst; Caroline Smith; Andrea Thorley; Mr Coop; Laura Walton; AnneMarie Jackson; Stacey Coates and Jennifer Sargerson.



Follow us on Twitter to see more pictures from Memory Lane
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Find us on Facebook
Longcroft School & Sixth Form College



Friends of Longcroft School

Many parents may not know but the Friends of Longcroft School have for many years supported the children of Longcroft. Teachers are able to submit bids and ask for funding for various projects / activities. We have supplied ping pong tables, various pieces of classroom equipment and of course continue to support the ever popular Book Buzz.

Do you have a few spare hours on an occasional evening? Are you willing to help us continue to help your children in small but we feel important ways?

If so, we are always in need of volunteers to help out, even if it's just an hour to serve a few teas and coffees. Please come and find us on social media.

Please remember, if time is short a great way to support us is to join our Cash Draw, £12 for an annual subscription – look us up on ParentPay.

FRIENDS OF LONGCROFT SCHOOL

PLEASE SUPPORT US BY:

- FINDING US ON FACEBOOK
- FOLLOWING US ON INSTAGRAM
- SHOP THROUGH "AMAZON SMILE"
- SIGN UP FOR OUR CASH DRAW



Thank you for following us here on Facebook
We are branching out please follow us where you can!



CASH DRAW CAN BE FOUND ON PARENT PAY, IT TAKES MINUTES!



Louise Captains her County!

Year 11 pupil Louise recently became the second player to sign for Hull City Ladies from the club's Academy, and last weekend scored in her team's 2-1 victory.

Last week Louise played her first game for the County Team against Sleaford, which is another fantastic achievement in itself for this committed footballer. Her appearance was even more special as Louise captained her county and scored in the team's 3-0 victory.

Louise explained, "Scoring for Hull City was good. To get into the county team, I went to a trial, got invited back and then found out I'd made the team. I was proud to be chosen as captain. I did a lot of encouraging and tried to lead by example."

She added, "I scored and we won 3-0. On Monday we're playing in Staffordshire and I'm captain again."

We are delighted that Louise's commitment to her football is being rewarded through recognition by both her county and Hull City and look forward to hearing more about her progress and success as the season continues.

Elle Returns to the Ring

Last weekend saw another success for one of the many Longcroft pupils who benefit from the fantastic opportunities provided by Beverley's Track Fitness and Boxing Club as Elle Bradley from Year 10 competed in Scunthorpe.

This was Elle's return to the ring after her first appearance in Track Fitness and Boxing Club's show at Beverley Leisure Centre last February and she enjoyed her second bout. She said, "I enjoyed it – it was my first bout in a while, but I have another in a couple of weeks."

Elle added, "I especially enjoy the individual aspect of boxing. I still play football for AFC Tickton as well."

We look forward to hearing more about Elle's progress and to celebrating the continued success of the club's many members.





Futsal Success!

On Tuesday evening, the Year 7 and 8 football team travelled to Cottingham High School to take part in their first futsal match.

The girls soon adapted to playing indoors and showed good composure on the ball, allowing them to dominate possession.

A great overall team performance saw the Longcroft team win all three of their matches.

Emily said, "It was different to normal football and you had to keep the ball on the floor, but we were really happy to win."

Well done girls!



Netball

On Wednesday night the Year 9 and 10 netball teams made their second outing of the week, this time playing against Beverley High School. This is always a great fixture filled with friendly rivalry as some of the girls know each other from club netball. The Year 10 team unfortunately lost to a very strong Beverley High team but showed great Heart after having their Covid vaccinations that same day!

The Year 9's had a thrilling encounter, leading for most of the game up until the final quarter when they unfortunately lost out by two goals. Hannah Woodhouse was deservedly awarded player of the match by the opposition with some fantastic shooting. We look forward to playing them again soon on home soil!





Primary Transition Sport

Longcroft have had a hectic few weeks hosting the primary schools for football and sports hall athletics.

Year 5 Football Tournament

Nine primary schools attended the Year 5 football tournament over two Monday evenings, with over 90 pupils participating in an event to develop and engage football skills. The pupils thoroughly enjoyed the opportunity to represent their school and play competitive games. Congratulations to St Nicks on winning the competition and beating a very competitive Minster team. Well done to the Year 10 Longcroft referees for volunteering their time and thank you to Mr Trotter for overseeing the event on the evening.

Sportshall Athletics

Five schools competed in the indoor sports hall athletics event. This is an event which allows competitors to experience a range of field and track events and pupils love the intensity and speed. It was thoroughly enjoyed by all and a very close competition. Congratulations to Tickton who now go through to represent Longcroft at the SSP final in February. Well done to all the Longcroft leaders for their officiating skills and making the event a success.





Former student to work with award winning choreographer

We were delighted to hear that former student Jordyn Brooks had successfully auditioned for a project with the award-winning dancer and choreographer Akram Khan.

Dance teacher Mrs Maher explained, "Khan is a highly acclaimed choreographer who has choreographed several highly successful works, many of which are covered in the A Level Dance specification and that Jordyn had to analyse when she was doing A Level Dance with me a few years ago!"

Akram Khan Company is recognised as one of the foremost innovative dance companies in the world. Embracing an artistic vision that both respects and challenges Indian kathak form and contemporary dance, Khan has created a substantial body of critically acclaimed work that ranges from classical and modern solos to artist-to-artist collaborations and company productions. The Company has a major international presence and enjoys busy tours that reach out to many cultures and peoples across the globe.

Mrs Maher added, "He also choreographed a dance which featured in the opening ceremony of the London 2012 Olympics."

The opportunity is a research and development project and Jordyn will help to develop the movement style and material for Khan's new work 'Jungle Book'.

Jordyn is in her 3rd year at the Northern School of Contemporary Dance and Mrs Maher reflected, "This is a huge achievement for someone who hasn't even finished their Degree yet. She's also been doing some work with Alessandra Seutin from Vocab Dance Company and another company called Fubonation."

Mr Baker said, "Jordyn was a fantastic student and an outstanding dancer. I am not surprised to hear she is enjoying success as she was totally committed to her work and to improving at every opportunity. Mrs Maher is rightly proud that a student she worked with is doing so well and Jordyn undoubtedly has an exciting career ahead of her."



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

Mrs Brady

07388 722751

kay.brady@longcroft.eriding.net



Year 8

Mrs Newsam

07827 587483

zoe.newsam@longcroft.eriding.net



Year 9

Mr Tong

07810 416081

graham.tong@longcroft.eriding.net



Year 10

Mrs Ellis

07900 394085

annette.ellis@longcroft.eriding.net



Year 11

Mrs Winter

07423 568558

joanne.winter@longcroft.eriding.net