



# LONGCROFT

— SCHOOL AND SIXTH FORM COLLEGE —

## NEWS LETTER



"It felt great to be elected and I'm looking forward to getting my Form's thoughts across in meetings."

Year 7 pupil Aidan

## Democracy in Action!

**Pupils in Years 7 to 11 enjoyed electing their Form Representatives who will meet regularly as members of their Year and School Council to look at ways we can become more effective in achieving our aims.**

These include the further development of Great Heart, Thought and Vision for all members of the school community, to improve the way we study and to influence how pupils develop skills in preparation for their futures.

Through their Form Representatives and the School Council, pupils will have the opportunity to positively

contribute to the school community and to influence how the school celebrate and highlight key events and milestones.

Representatives were elected through a democratic process which started with the Form Tutor leading a discussion about the role and responsibility of a Form Representative. Pupils were then asked to inform their Form Tutor of their interest in the role and to prepare a short talk for their Form on how they would fulfil the role. Pupils were then given a voting slip and were able to vote for one member of their tutor group.

Elected Form Representatives are members of their Year

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Council which will meet at least once a half term with their Year Leader and Care and Achievement Co-ordinator. Each term there will be a whole School Council meeting where all Form Representatives from across the school will meet to discuss an agenda of items. Members of the Senior Leadership Team will attend this meeting.

The School Council will listen to the views and opinions of our pupils and Sixth Form students. The role of the Form Representative is to represent the views of the Form and their Year Group and to feed back to the Form from Year Council and School Council Meetings. Representatives may also be asked to represent their Year and School on formal occasions such as Celebration Evenings or Open Evening events.



Year 7 pupils, pictured with their Care and Achievement Co-ordinator Mrs Brady, are looking forward to their roles. Isabelle said, "I want to make sure everyone in my class is heard." Lily added, "I've always wanted to be on the School Council but in Primary School I never got the chance." Isabelle said, "I felt really happy when I was elected because people wanted me to represent them." Lily said, "I was really excited to finally get the chance to be the voice of my form."

Mrs Brady is looking forward to working with the Form Reps at Year Council meetings. She said, "I know the pupils will do an amazing job of representing their tutor groups. They are so full of enthusiasm but also very articulate and I am impressed with their ideas to improve our school."

Year 9 pupil Samantha said, "It felt good to be elected and I'm looking forward to doing the job." Aidan was elected to represent 7RMH. He said, "It felt great to be elected and I'm looking forward to getting my Form's thoughts across in meetings."

Upper School pupils were equally enthusiastic about the role. Nathaniel, who is in Year 10, said: "It's something different to do. I'm hoping to change things people want and that could be better such as more indoor social spaces."

We are confident the pupils elected will enjoy the role and do a fantastic job of both representing their peers and offering a perspective that will further improve our 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

<b>HEART</b>	<b>30,784</b>
<b>THOUGHT</b>	<b>134,329</b>
<b>VISION</b>	<b>120,236</b>

**GRAND  
TOTAL:  
285,349**



# Welcome to our new Headteacher



**We are pleased to announce that from January 2022 Mr Perry will become the new Headteacher at Longcroft. Mr Perry is the former Head of School at St Mary's in Hull which is rated outstanding by Ofsted. Mr Perry is a highly experienced school leader who has been instrumental in leading a successful school with some of the highest educational outcomes in Yorkshire, throughout the Covid pandemic. His appointment, following the retirement of Ms Grant, will provide continuity for the school and working with the Wolds Learning Partnership, who currently lead the school in partnership with the Local Authority, allow the school to continue its journey to secure a grading of good from Ofsted.**

Mr Perry said,

"At this most significant time for the school and community, it is with eager anticipation and great excitement that I look ahead to my new role. Over recent years and despite unprecedented challenges, much has changed, and great progress has been made. This has been possible through the support of the Trust, governors and notably through the committed leadership of Ms Grant and her team. I am hugely grateful for the strength and depth of the foundations laid during this time. As a school and Trust, we are collectively committed to accelerating the established momentum and further driving standards for the young people it is our privilege to serve.

This is a formative period for the school. State of the art facilities have been developed and extended through the significant enhancement of the school site. Whilst respecting the unique history and character of Longcroft, we must now look towards the future and creating a school that provides a truly exceptional education, a centre of excellence for the region and beyond. More on this to come.

The last 17 years of my career have been spent in a school which has grown to be amongst the largest and highest performing in the country. Over the last decade, since it first acquired Outstanding status, I have progressed through several senior leadership roles including Head of School and was responsible for securing a World Class Schools Quality Mark. Guiding pupils and staff through this accreditation was a notable highlight and exemplifies my commitment to an education that is 'beyond Outstanding', that doesn't rest or take itself for granted. Over this time, I have been afforded several opportunities to work with other schools at different stages of their journey and support their improvement, providing rich experience across a range of contexts and phases.

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My vision for education can be most simply articulated as one that is 'world class'. It is an education that never settles for average, that never makes excuses and that reflects an absolute ambition for all young people. It is underpinned by clearly established values and an unrelenting drive for excellence, so that pupils are afforded the opportunity to truly recognise and realise their potential. Pupils should be provided with a curriculum and school experience that enables and empowers, that engenders a global perspective, and which demonstrates that with hard work and discipline, we can reimagine and redefine what is possible. Under my leadership it will remain a priority for pupils to be known and cared for, feel safe and secure, and have their immeasurable value acknowledged as individuals with a unique role to play in our community and in the world beyond.

I very much look forward to working with you to promote the very highest of standards and expectations for all in our community. It is both my belief and experience that when working together for shared goals, ordinary people can achieve extraordinary things. This is a moment of great hope and opportunity for the future of this school and our young people. It is my tremendous privilege to be part of the journey."

Mr Perry will be introducing himself to children, colleagues and parents in January and, with the support of the Trust and the Governing Body, will be leading the school on a day-to-day basis.

The school would also like to thank Ms Grant, who has been transformational in helping children and colleagues over the last few years to make the improvements to the school that were necessary and to support the community.

Ms Grant said "I love this school and will greatly miss not being part of this community every day. I am, though, looking forward to continuing to teach my classes to the end of the academic year and will be taking the opportunity to work part-time across the Trust to lead on some of the fundamental and exciting changes we have made to Longcroft School over the last few years. This is quite an exceptional school and has provided many special memories that I will treasure over the years to come."

**Mr J Britton**  
Executive Headteacher

**Ms I Grant**  
Head of School

## Thank you to Longcroft's 'Secret Santa'

We were delighted to receive a lovely Christmas gift at school this week - a hamper of chocolates and treats to share amongst the staff. The accompanying message read:

'As we get to the end of another difficult year, these sweet treats are to say a big 'thank you' to everyone on the Longcroft team: the wonderful teachers who inspire enthusiasm in their subjects; the senior leaders who managed to devise ways of maintaining bubbles while still ensuring that lessons such as science and food tech were as normal as possible last academic year; Mrs Robinson and the Care and Achievement Coordinators whose support and wise words have been much appreciated; the lab technicians; the admin staff; the TAs; the cleaners, who do such an important job; the catering team; and everyone else on the staff.'

Thank you so much to the kind-hearted 'Secret Santa' who sent this gift and the wonderful message. Your thoughts are greatly appreciated by all staff and we wish you a very happy Christmas too.

Longcroft Staff

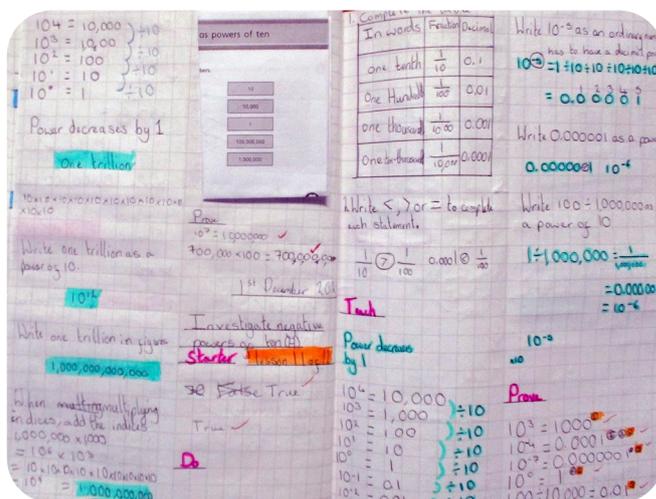




**Mr Worthington writes:**

Our confidence and ability with numbers impacts us financially, socially, and professionally. It even affects our health and wellbeing. Maths is also used in everyday life. It is important because it allows people to take complex processes and make them more manageable, by applying structure, patterns and rules. This is a skill that transfers to many situations in both professional and personal contexts. Studying maths is a way to develop the appropriate mental tools for dealing with the complex realities of life.

This past half-term some of our pupils have been learning about powers, order and index notation. It has been a joy to spend time with the children, discussing their work and how they feel they have progressed. Sam in Year 7 said he was particularly proud of his achievements on a recent assessment, a statement echoed by many others in the class. The children in Mrs Donkin and Mrs Powell's classes were keen to share their work.



With good numeracy skills, you can access higher education, gain rewarding employment potentially earn more money throughout a career. Year 8 pupils have enjoyed working with Mr Hildreth in their Computer Science lessons. They have been able to apply mathematical skills when coding BBC micro:bit computers. Features include inputs and outputs, an important part of any computer system, a processor which is sometimes called the 'brains' of a computer and runs the programs

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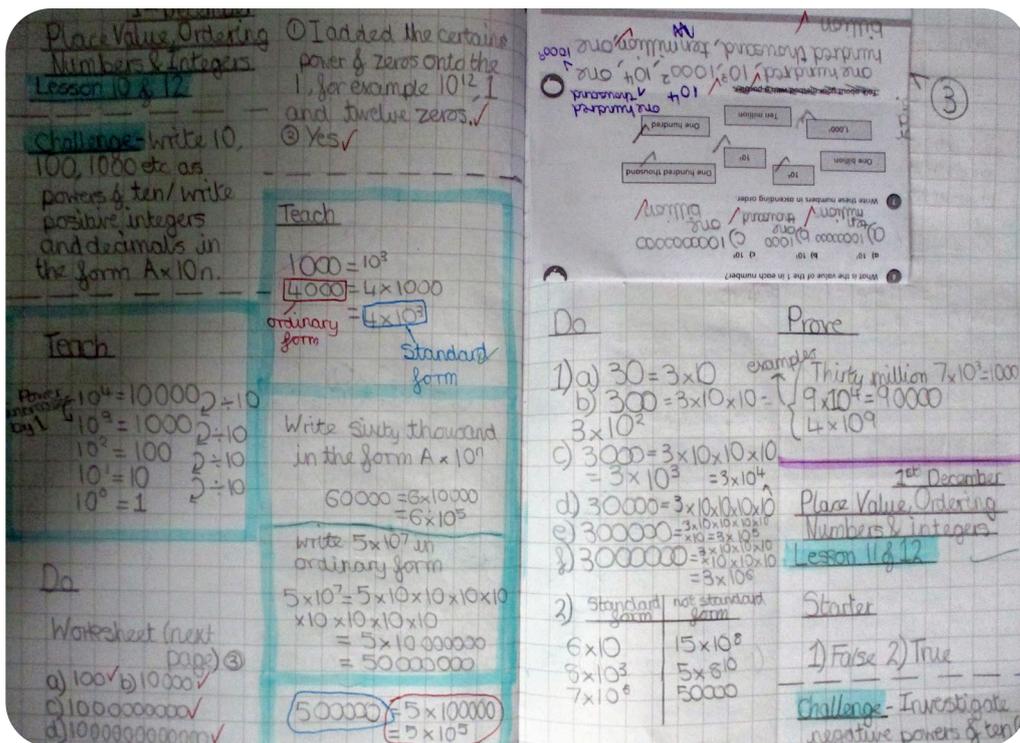


pupils write, and an accelerometer - a motion sensor that measures movement.

Before the holidays, our Year 7 pupils will receive their first Progress Update. These reports provide a summary of their attitude to learning in class and towards their homework. They also state each pupil's attendance, highlighting how much time they have spent in school. The Progress Update is also an essential tool in helping pupils to reflect upon their learning and progress, and in setting their targets for the future.

When pupils receive their Progress Update, they will consider areas of strength and where improvements can be made. This information can then form the basis of focussed targets and discussions between pupils, parents and teachers. The Progress Update therefore plays an important role in helping our pupils to review their progress, to ensure they continue to enjoy success in the future and prepare for the next academic year.

**Mr Worthington**  
Head of Lower School





# UPPER SCHOOL



**Mr Colepio writes:**

## Mock exams

By the time this newsletter goes out all exams will be completed. I would like to thank all the pupils and staff who have made this possible – it is no small undertaking. The first few days have shown what we already knew – that our Year 11 pupils are overwhelmingly positive and mature in their approach to their studies.

## Year 10

The mature attitude to describe Year 11 is also being seen in Year 10. During Quality Assurance lesson visits and several cover lessons I have taken I have seen well behaved and motivated pupils working with their teachers to make progress. It has been very encouraging and reflects a real positive ethos in the school for hard work and good behaviour – Great Heart, Thought and Vision is really making a difference.

## Drama

A positive update from Mr Thompson:

Year 10 just completed their first practical GCSE Exam in Drama. Solo performance of a monologue, written by themselves and based on the effects of bullying and how to support someone experiencing this. Well done Year 10.

Year 11 are about to complete their final devising GCSE Exam this term. They have worked hard on creating pieces based on the Netflix television series Black Mirror. Lots of extra hours in the studio preparing and refining their work. Again, well done Year 11.

It has been so nice to be able to perform in groups again and demonstrate their skills before a live audience after so long.

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## English – outstanding Year 11 work

Our Year 11 pupils have produced some outstanding work this term. This is just a snippet of this work in English with Grade and feedback. There are so many examples that have been sent to me and I will endeavour to share these in the coming weeks. Thank you to Emma Coombe and Gabriella Caruso for the work below and Mrs Clegg for sharing it with us all.

## Year 11 Prom

This is progressing well and we hope to share a date with you next week along with our Passport to the Prom. We will be writing to all parents and pupils regarding this and are so looking forward to this celebratory event following recent cancellations due to the pandemic.

**Mr Colepio**  
Head of Upper School

*Drafts Q5* (Completed in Controlled Conditions)  
It was the coldest night of December the evening she stepped onto the bus. Pinching her forehead crimson, the cold was cruel and unforgiving; it forced her to pull the strings of her hoodie ever tighter under her chin. Rain refused her, but the cracked tarmac still shone with a fragile, deadly sheen of ice. It made her feel out of control, unbalanced - she hated that. *Super control!*  
Brittle and aching, her fingers closed around the propped, wooden railing and she hauled herself on board. Walking carefully down the central aisle, she was ~~seated~~ presented with only 2 other passengers and an army of empty seats. They were polluted with the same over-crowded, conflicting patterns all buses insisted on forcing on their passengers, but her eyes eyelids were already heavy; ~~and~~ she didn't notice. Choosing a seat next to the widest window, her legs surrendered and she slumped down, curling into herself to preserve what little warmth she still felt.  
It wasn't as cold on the bus as it was outside but her breath still crystallised in front of her, shattering into a million pieces like glass. Lips tinged blue, she let her temple rest against the frosted window and was asleep in seconds. She dreamed of violence. *Nightmares* submerged her like waves, coming too quickly; as the tide refused to retreat ~~back out~~ again the tide refusing to retreat. Hollow and grey, her cheeks were drawn tight with fear, her ~~eyes~~ *eyelids* were as restless as her set sleep and fluttered wildly as she fought to stay afloat. ~~A~~ A snow-cold sweat slicked her brow till it shone in the violet light of dawn.

Dickens portrays the theme of loneliness and isolation brought within a semantic field of the school building. The phrases "little used", "damp and mossy", "windows broken" and "gates decayed" are all phrases intricately linked to one another reflecting the reflecting the demeanour of Scrooge. The building is an image of Scrooge's life as using adjectives like "dreary", "chilly" or "melancholic" is an accurate representation of Scrooge's childhood. Earlier on in the novel, Dickens describes Scrooge's house as stave one. The quotation "nobody lived in it but Scrooge" allows the reader to link the school to Scrooge's present house. This creates sympathy for the reader towards Scrooge as it is

WWW: Super-control over SPAG. STRONG AOB.  
Carefully crafted imagery; lovely concept.  
Sustained dramatic tension and *beautiful ending*  
EGL = Try anadiplosis and develop anaphora.  
AOS  $\frac{21}{24}$  =  $\frac{34}{40}$  Grade 9 Secure  
AOB  $\frac{13}{16}$   
- Piece - Whiskery  
- Piece - Whiskery  
- Piece - Whiskery.

1912 → 1914-1918  
Emily threw herself under a horse  
1913 careful this was not her intention

Travis  
plutocratic class system → representation of Titanic structure

sp Sheila interrupting Gerald's pam/capitulist mind which is a metaphor for when Emily Davidson threw herself under the king's horse

✓ Anachronistic Character (against traditional ways)

Three unities of Drama:  
- Time = real life time matches time of action on stage  
- Place = set in one place and doesn't change  
- Action = small cast number in great detail

Flashback = analeptic structure  
anagnorsis = moment of realisation (quit/ remove)

creates sympathy towards the reader as the writer has used imagery to make the reader feel emotive and relate to the loss she is going through

Agree - The part of the statement which says "Widow Saverini is 'angry at the death'" is clearly presented when the writer uses ~~uses~~ *uses* ~~she~~ *she* in the simile clause "She promised him ~~her~~ a vendetta". The verb "promised" is powerful to the reader as this implies her resilience towards her ~~the~~ need to avenge her son. The fact she would like to do a "vendetta" to do so, portrays the anger within her the most from this quotation. A "vendetta" is an act of revenge originating from Sicily only performed when someone has done something to wrong your family as an act of "pay-back". Widow Saverini later promises to her son over his body "you shall be avenged" following the idea of anger surging through her. The writer then repeats this phrase further portraying her fury. Throughout the extract it is said that the mother "did not cry". This focuses us as a reader onto the rage leading Widow Saverini to promise a vendetta.

14115  
20  
Great as far as you go! Aim for 4 (shorter) paras which agree with the statement, then one last one, which counter-argues.



## SIXTH FORM



### Mr Henderson writes:

**Well done to our Year 13 students, who have truly embraced our core values 'Great Heart, Thought and Vision' during their mock week.**

These exams are the first major assessments since their GCSE mock exams in early 2020 and added to that, they are longer and require more advanced exam techniques, combined with deeper and more sustained levels of concentration. It has been lovely to see the friendship and support in the build-up to the exams with students revising in groups, motivating each other, and looking after each other at this challenging time.

Next week is a busy time in the Sixth Form Study Area with our Year 11 pupils joining us for stage two interviews and the Sixth Form RAG week events taking place.

We have had a large number of stage one applications come in during the last three weeks and next week we will be meeting with our future students to discuss the choices they have made and how they fit in with their plans for the future. We will then be ready to make each pupil a personal offer for the 2022 academic year, allowing them to focus on preparing for the GCSE exams in the summer, in the knowledge that they will be an East Yorkshire Sixth Form student in September. Pupils who have yet to decide on a Key Stage 5 provider are also being invited to talk to us about their plans, so that we can either help them to choose a route or show them how they too can join our group.

Rag week is a tradition at most UK Universities and more recently at our Sixth Form. The aim is to raise awareness of a particular charity or event, and to raise money whilst having

fun. Our students have decided to use this Rag Week to start to raise awareness of Children's Mental Health Week 2022 which will take place on the 7th-13th February next year.

This year's theme is Growing Together and Place2Be will be encouraging children (and adults) to consider how they have grown, and how they can help others to grow. This is particularly relevant to our Sixth Form students at this stage of their lives and education as many prepare for the independence offered by Higher Education and also as they make a significant contribution to supporting pupils in Lower and Upper School academically, pastorally and as role models.

Our Rag Week activities will include:

- Retro games including Wii winter sports and Nintendo DSi
- Our communal Christmas lunch in the Sixth Form Area
- Christmas Karaoke
- Staff v students' Bake-off winner Nell's amazing brownies with Mr Wilson's deluxe hot chocolate
- The arrival of Secret Santa.

**Mr Henderson**  
**Head of Sixth Form**





# SAFEGUARDING



## Mr Rogers writes:

**Last year I wrote about the wonderful SMASH programme teaming up with us at Longcroft. The Social Mediation and Self-Help (SMASH) service delivers resilience and peer support work with young people who have developing social skills, difficulty controlling actions, anxiety, mood or behaviour. Due to Covid it wasn't until this September that they started working with some of our young people.**

Our practitioner Gemma Wallace, has, since September worked on site with some of our pupils on a one to one basis to provide intensive appropriate support.

The intervention is normally delivered in closed groups of up to 16 children and young people, using restorative practice, conflict resolution, elements of talking therapies and CBT. The core elements of the programme are self-esteem, empathy, relationships, sense of belonging, trust, responsibility, and choices. The programme is delivered throughout the academic year and covers a minimum of 12-18 consecutive school weeks. Gemma delivers the programme, assisted by a teaching assistant, facilitating a joint approach, and ensuring schools are actively involved with their pupil's development. One to one Talking Therapy sessions are also part of the holistic package of change offered in addition to the group programme and based on individual needs.

This is just one strand of emotional and well-being support we provide for our young people. In addition, to our nurse practitioners, the Child Wellbeing Team, a dedicated mental health and wellbeing member of staff, as well as a high number of our own staff trained intensively on Mental Health First Aid.

Remember if your child feels like they need some support, please ask to speak to your child's Care and Achievement Co-ordinator and they will advise on the most appropriate available support.

If you are looking for some support, we often find [www.youngminds.com](http://www.youngminds.com) a fantastic source of advice.

*Thank you for your support in helping to raise attendance, if you need support or advice relating to your child's attendance, please contact your child's Care and Achievement Co-ordinator.*

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



## TEACHING &amp; LEARNING

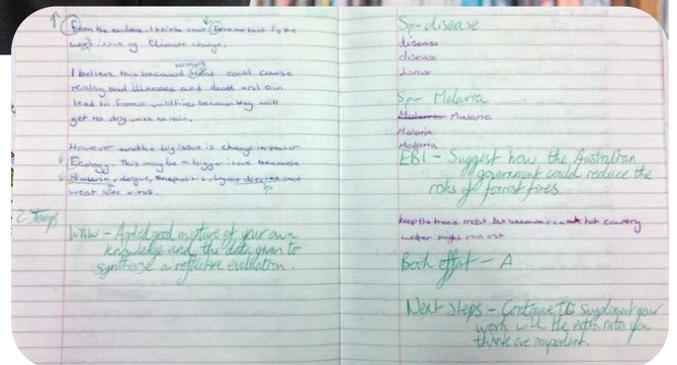


Mr Taylor writes:

Hello again. Continuing our look at VOICES, the structure we use to look at the effectiveness of the practice in our classrooms, this week we move to "E" which stands for English. This is where we address the Literacy elements of lesson delivery and marking. This does not just relate to English lessons, but how these principles are embedded across all subjects in the curriculum. The reading skills of a child and their quality of written English are critical to success in their studies. Lessons should ensure:

- The **reading age of the text** provided is appropriate and accessible to all children (or appropriately differentiated).
- **Key subject vocabulary** is evident (even highlighted) within books – understood, used frequently and appropriately.
- Corrections are evident where pupils/students have made errors, not only within the subject content but also with their **spelling, punctuation and grammar**.

Teachers will use some or all of the following marking symbols and you should see evidence of these in your child's books:



// = Start a new paragraph

↑ = Add a capital letter

↓ = Remove a capital letter

G = Incorrect use of punctuation or grammar

SP = Spelling mistake

^ = A word has been missed out

? = The sentence does not make sense

S = Subject vocabulary used incorrectly

U = Units not shown or imprecise

L = Layout/method/structure of work not as required

By using the same symbols across subject areas, we hope that a shared responsibility is created for the improvement of literacy across the school. Pupils become accustomed to seeing these symbols in their books, know what they mean and can action purple pen work from them, for example, correcting words that are spelt incorrectly.

Have a good week

Mr Taylor

Head of Teaching and Practitioner Development



## Memory Lane

This week we return to November 1979 and feature two Year 8 tutor groups.

Mrs Bulman is pictured with her tutor group



**Back Row:**

Nigel Messingham; Neil Burnley;  
Paul Woollock; Matthew Parker and  
Christopher Baxter.

**Middle Row:**

Carl Buckley; Philip Green;  
Christopher Smith; Laraine Waudby;  
Ian Hartley and Colin Russell.

**Front Row:**

Sara Porter; Helen Wood; Maria Barker; Mrs Bulman; Joanne Haigh;  
Dawn Carling and Vanessa Bourne.



Mrs Watson is pictured with 2BE.



**Back Row:**

*Christopher Elsom; Austin Jones;  
Timothy Fordon; Colin Button  
and Ian East.*

**Middle Row:**

*Nicholas Clark; James Cooper; Raymond  
Shaw; Martin Smith; Nigel Sealey; John  
Bennion; Julian Kaye and Charles Lamb.*

**Front Row:**

*Pamela Middleton; Wendy Oxley; Maria Proudlove; Gary Smith; Mrs Watson; Julie Rowley;  
Joanne Young; Angela Watson and Louise Hugill.*



Follow us on Twitter to  
see more pictures from  
Memory Lane

@SchoolLongcroft



Find us on Facebook

Longcroft School &  
Sixth Form College



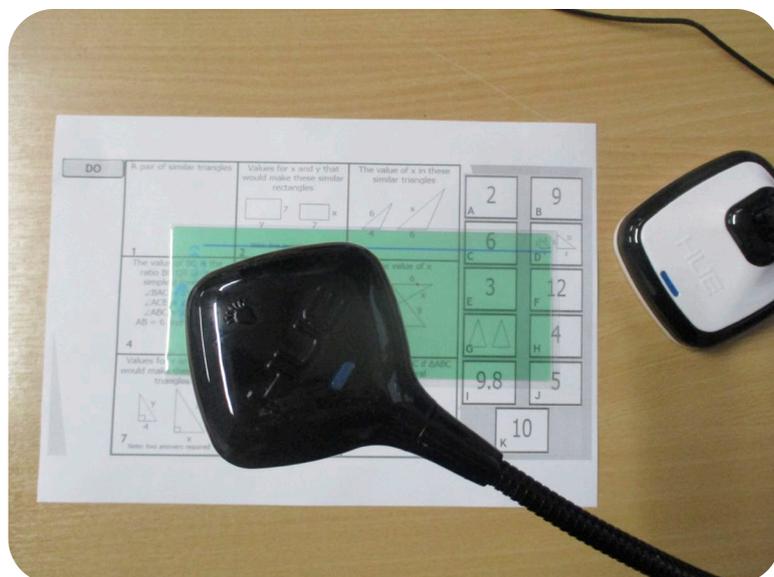
# Thank you FOLS!

**Thank you to our fantastic Friends of Longcroft School for their donation of visualisers that are being used by our Maths team.**

A visualiser is a mounted camera that displays an image of whatever is under it onto the board in the classroom so the whole class can see. It is also possible to share live video of a demonstration across classrooms or even with other schools. Visualisers enable teachers to provide on-the-spot feedback so that pupils can improve during the lesson, rather than waiting for work to be marked and returned. It is also possible to use a coloured filter which enables some children to read text more fluently and reduces stress on the eyes.

Mrs Wilson put a bid together on behalf of the Maths team. She said, "The visualisers support peer and self-assessment, promote inclusion in the classroom and enable members of the team to share best practice."

The visualiser makes it possible to record a demonstration to the class. Mr Fox, who teaches Maths to A Level, said: "The visualiser is particularly useful for demonstrating work with protractors and compasses which you can't do on the whiteboard."



Pupils and Sixth Form students are certainly benefiting from the visualisers as we are grateful to FOLS members for their commitment to fundraising which made these valuable addition to our classrooms possible.



## IN FOCUS

We are delighted to celebrate and share some lovely pieces of descriptive writing and other work from Year 7 pupils in 7DPE and 7RMH.

Their English teacher Mrs Smith praised pupils' effort and their commitment to taking her advice. She said, "Both classes have worked hard to craft their descriptions."

Mr Baker was pleased to accept Mrs Smith's invitation to read pupils' work and really enjoyed looking through their books. He was particularly impressed by pupils' peer and self-evaluation. Zach, who is in 7DPE, was pleased with his ability to read and understand a piece of writing and to identify key features. Mr Baker said, "Pupils demonstrated great maturity in making reflective comments. For example, while he was rightly pleased with his impressive work Zach wrote that he could have used more similies. I think the pupils have produced some excellent work – it has been a pleasure to see their progress this term."

Ellie wrote, "I am specifically pleased with the picture I'm making in other people's heads because it is a very key skill when writing." She added, "I could improve my use of punctuation."

Evie was pleased with her use of characteristics but reflected that she needed to add some more adjectives. Mr Baker enjoyed reading her descriptive writing and was impressed by sentences such as: "I watched the waves sway as I listened to the seagulls screech." He added, "It is exciting to consider the journey pupils in Year 7 can look forward in English. When I look at the quality of their work they should be rightly proud. I have spent time this week reading the English books of pupils in Years 9 and 11 and their progress is clear. I am looking forward to reading the work our current Year 7 pupils as they move through the Lower School and onto their GCSE and A Level courses."

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## ENGLISH

**Challenge:** How does the writer show Jerry's focus on swimming (What techniques does the writer use to show Jerry's focus on swimming)

The writer shows Jerry's determination to swim by the use of alliteration for example fixed firm filled floated face to show the fluency of the sequence, Jerry had to use to prepare for the swim.

We have 5 clauses in the sentence to show Jerry's determination. "filled his lungs, and floated face down" This is what Jerry has to do before swimming underwater.

**DO:** How does the writer use language in this extract to describe Jerry's experience under the surface of the sea?

The writer shows Jerry to be exploring the sea. "Two greyish shapes steered there, like long, rounded pieces of wood or slate", this shows that Jerry has found something in the sea.

The writer shows Jerry is risking being in the sea because... "under him, six or seven feet under"

**Prove:** WWD: my understanding of quotation.

**Prose:**

I understand the rags to riches archetype as I know that you are sad at first then happy.

...and then happy?

Tuesday 12<sup>th</sup> October

**My short story:**

There once was a princess who had no legs, trapped in a windowless, colourless, dark room. She had been there all her life, day by day, night after night. Her beauty and kindness was horrible to be hidden. But one day, everything changed. In the year 1919 a bomb was released ~~released~~ on her. When the bomb hit, a brick hit her like a dodge ball knocking her clean out. She got off the floor wobbling and the room spinning. The wall was gone. She could see beautiful green trees and glaucous birds. She was initially free. Some time later she met a dashing handsome prince. They fell in love at first sight and had many precious children. Her legs couldn't get any better... she woke up.

**Prove:**

I improved the punctuation and added more language techniques. I think the story itself is good and the sligg hanger shouldn't change. To add maybe another class.

Self evaluative reflection.



**Pink: Simile**  
 "The sky was as dark as night." The writer has used this simile to suggest that it was a dark, gloomy day but also before that it's also a beautiful morning so it sets a mood of happy yet sort of peaceful.

**Yellow: Powerful Verbs**  
 "Belched." This powerful verb shows that the writer is trying to emphasise that the smoke had a human feature and belched is a very powerful verb to describe what the smoke is doing.

**Blue: Personification**  
 "Gaslights blinked." This personification phrase shows that the light has a human feature by blinking and that the gaslights were where actually like that. It looked like they were were blinking.  
 Effective evaluative discussion.  
 WWW: I think my Simile paragraph went really well. The description was good.

Parents lose all their money and leave him on the street. Boy called Oliver who was rich and happy continuing planning.

non-humane machines to with good slowly rotting on them.

**WWW:** I love the metaphors and I think the simile made it really nicely to glow. Good reflection.

**Do:**

Main character

The plot is:

characters are:  
 evil person  
 rich person  
 poor person  
 family  
 warriors/  
 army maybe.

list the features of the rags to riches narrative archetype

narrative: princess gets sets free has a children with prince then slugs hanger.  
 normal: poor to rich.

Setting is:  
 poor home / street.  
 slave or maid of someone all around the place.

The waves crashed like there the shower running.

**Do** sitting by water's edge, ballancing carefully on a flat rock. I peered down through the glittering waters, and felt the warm currents enclose my bare feet. I watched the waves sway as I listened to the seagulls screech. I could taste the fresh, salty air whilst I smelt the fish & chips.

**stage 2**  
 As I strolled into the warm turquoise water, a gentle wave lapped over my feet. I could see children playing in the water, and the fishers fishing. I could smell something fishy as I was near fish. I could feel the sand inbetween my toes, it felt kind of nice but weird.

Nov: 2nd Nov

**Green:** Monday 1st November  
 It was a bright, sunny day in a glorious London. Oliver and his family were in their garden. Oliver, a charming, kind boy, had the best life. His dad was rich and his mother was kind. They could have anything they desired... but one day the sweet heart of happiness slipped into the darkness. They went bankrupt. All the money gone. Separate.

**Blue:** His parents had just enough money to get tickets out of town. They only got two. Later that awful day, Oliver's parents left as fast as a bird abandoning Oliver on the streets to rot with the rats. He begged for food but the hatred in people blinded them of sympathy. He battled the rats of poverty day by day gnawing right by night. The next morning, he woke from a dream, to live in the nightmare. He sat in despair; longing for love. As the hours drove by a kind looking lady with hair like gold and a warming smile and rosy cheeks, bent down to him. She stared into his soul before he could stand up. She spoke in a soft, voice, "Come with me I'll get you some good." new paragraph smiling and becoming an angel she (stage) treacherous calm helped. With a heart felt look, As the months grew to years, Oliver had a new home with the woman. A new mother. The horrible, starving streets of London no longer sunk their teeth into Oliver. One beautiful morning, Oliver woke up to people shouting like the heavens. He stumbled to the old rusty window, opening his eyes as the sun blinded him. He looked



# Pupils Participate in Community Festival

**Pupils used their Technology skills to decorate a tree which forms part of Beverley Minster's incredible Christmas Tree Festival.**

Mr Dyson, Ms George and Miss Wigglesworth have worked with pupils studying Food and Nutrition, Textiles and Product Design to help create some technology themed Christmas decorations to place on our school tree for the Beverley Minster Christmas Tree Festival.

The Product Design baubles were MDF covered in tartan and pupils used the laser cutter to cut out tool shapes. Textiles pupils hand embroidered felt dresses and pupils studying Food and Nutrition worked with gingerbread dough which was cut into food shapes and delicately iced.

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Year 10 pupil Harry said, "I enjoyed being part of it - it was fun. We decorated the biscuits with fondant and fruit shapes. I'm pleased I did it."

Nathaniel, who is also in Year 10, said: "We made gingerbread biscuits in the shape of fruit and presents. We decorated them with Royal Icing." He added, "I'm going to the festival this weekend and I've seen lots of pictures of it. I've never been before but I'm keen to have a look. I'm sure I'll be proud of our tree - everyone who contributed to it should be."

Thousands of visitors are expected to enjoy the annual festival.

The Christmas Tree Festival provides a stunning visual representation of Beverley and its community and we are delighted to participate. Many of the trees are decorated by local charities and the event enables them to raise awareness of the work they do in the community.

The Christmas Tree Festival opened on December 3 and runs until Sunday 12 December. There are 100 sponsored trees representing local schools, businesses and organisations. Three of the trees have been sponsored by partners in the Minster's Sanctuary Project. The Festival is open daily from 10.00 - 16.00 (Sunday 12.00 - 16.00) and the admission price (including a programme) is £4 with accompanied children under 16 free. Visitors are expected to wear a mask unless exempt.



A special session of 'quiet time' is available on Saturday 11th December between 09.00 and 10.00.

Elliott, a third Year 10 pupil, said: "I enjoyed making the decorations. I decorated my gingerbread with red and white icing in the shape of Santa."

Visitors should enter the Minster by the north transept door to the left of the main entrance which will be signed and the wearing of masks is kindly requested.

We are proud of our pupils' contribution to this wonderful community event and are sure visitors will be impressed.

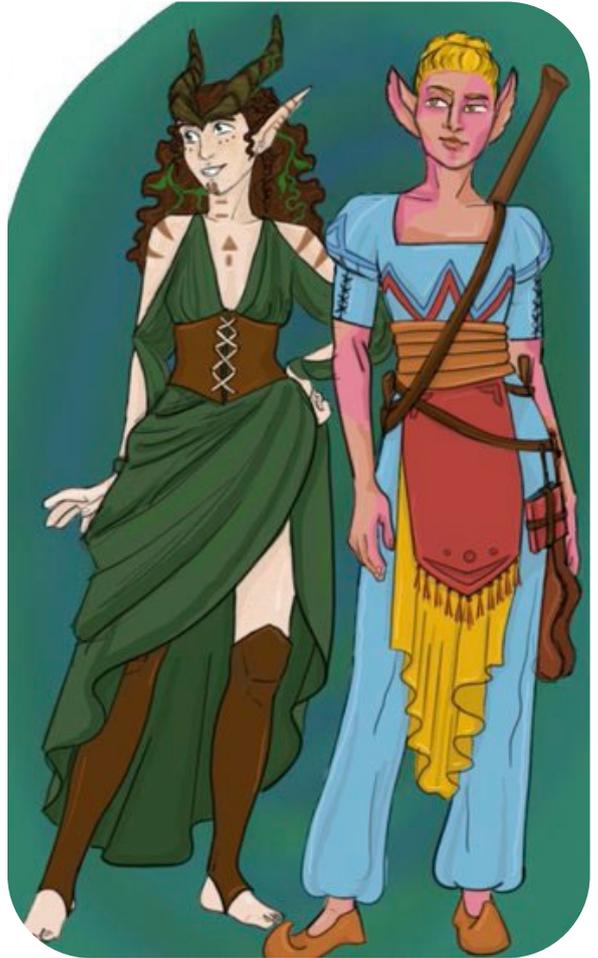


## D and D Club Members Show Their Creativity

Pupils and Sixth Form students who meet weekly to enjoy Dungeons and Dragons have produced some fantastic character art. The club is one of our most popular and adds valuable breadth to our extensive enrichment offer while creating an opportunity for pupils of all ages and Sixth Form students to work and socialise together.

D and D enables players to demonstrate their creativity and imagination.

Year 7 pupil Lexie said, "It's a good game – it's adventurous and I like it a lot. I don't play outside school because I don't have the resources so I enjoy the club a lot. I chose my design because I like dragons and the colour blue."





# Sporting Round-up

## Girls' football teams enjoy success

Last week Longcroft hosted Hessle High School in a friendly football match. The Hessle team started strongly by scoring an early goal which meant the Longcroft players had to work hard to get back into the game. After going 3-1 down at the end of the first half, it was a real battle for Longcroft. However, the girls showed great determination to fight back and the game ended as a 3-3 draw. Well done to the girls who were involved.

This week, Longcroft welcomed Market Weighton School to take on the Year 7/8 and Year 9/10 football teams. The Year 9/10 team started strongly with an early goal but it wasn't long until the visiting team equalised. The Longcroft team started to use the ball well which allowed them to create goal scoring opportunities. The Year 9/10 team finished the first half strongly with the score line at 5-2. The second half saw Market Weighton come back into the game but the Longcroft side clung on, allowing them to claim the victory with the final score being 5-4 to Longcroft.

The Year 7/8 team dominated possession in the first half but struggled to capitalise on their chances. In the second half Sienna Robinson was able to put the Longcroft side 2-0 up with two fantastic strikes. It was a great performance from the girls, with the final score being a 2-1 victory for the home side - another great win for the Longcroft football teams! Well done to all the pupils involved.



## Netball Success

The netball teams had a very successful week with four wins out of four! The Year 7 and 8 teams were the first to take to the court on Wednesday against Hessle High School. It was clear from early on that it was Longcroft's night. The Year 7's won their game 17-3 and the Year 8's won 11-1. The score lines highlight the fantastic shooting from Jemima and Lucy but with the comfortable win it also allowed the team members to try new positions.

The Year 9's and 10's also came out strongly in the first half against Cottingham High School. With the recent matches against tough opponents, it was enjoyable for the girls to have a more comfortable match where they could also experiment with new positions. The Year 9's won their game 8-2 and the Year 10's won 12-1. Well done to all four teams!

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## Sports Hall Athletics Success

Longcroft hosted the annual East Riding Sports Hall Athletics Championships. 7 schools attended the evening and we had teams in all 4 categories (Year 7 girls, Year 7 boys, Year 8 girls and Year 8 boys). After a good warm up our pupils were excited to get going against some very strong opposition. The evening consisted of the following track events:

- 4x1 lap relay
- 2 lap race
- 4 lap race
- 6 lap race
- 8 lap parlauf
- 4x2 lap relay.

### Field events included:

- Speed bounce
- Shot
- Long jump
- Triple jump
- Vertical jump.

Pupils could compete in three track and two field events. All our pupils showed great commitment but there were some excellent individual performances. Murphy Barker came 1st in the 2-lap race. Josh Hodgson blew the opposition away in the 4-lap race, Lewis Pemberton came 2nd in the shot, Tom Marriott and Harry Lee came 1st in the 8 lap parlauf and Harry got his 2nd win of the night in the triple jump. Millie Berry came in 1st in the 6-lap race.

Overall, the Year 7 girls came 5th, the Year 7 boys came 2nd, the Year 8 girls came 2nd and Year 8 boys came 3rd. It was a fantastic evening of athletics and our pupils performed extremely well.

## Extra-curricular Loyalty Rewarded

Congratulations on the following pupils who have completed their extracurricular bronze loyalty card:

Anna Bruton

Amelia Newsam

Sienna Robinson

Nick Taylor

Nick is pictured with his Longcroft Sport pen. Along with Anna, Amelia and Sienna, he is now working towards his silver award





## LIBRARY NEWS

### The Ghost Story

Though they don't always have to be set in fog, weather is incredibly important in ghost stories. As is suspense: you've got to turn the screw very, very slowly.

Susan Hill

This month we celebrate the Ghost Story with a fabulous display of books in our school library. Ghost stories exist in all kinds of literature, from folktales to contemporary horror stories, and are popular in most cultures.

In Victorian times they proliferated in English magazines as a Christmas treat, but their history can be traced back to pagan traditions and oral story telling during the darkest time of the year. Charles Dickens' *A Christmas Carol*, 1843, drew on the tradition of the midwinter tale, and is one of the most enduring ghost stories ever written.

Designed to provoke dread and discomfort, ghost stories play on our fears and imagination, creating a rush of adrenaline, and allowing us to escape the everyday. As the nights draw in, scaring yourself with a good ghost story can be deeply satisfying, and classic and contemporary literature is awash with ghosts, ghouls, apparitions, spectres and hauntings to sample.

Fear is one of our primal emotions, so it seems odd that we seek out stories that make us afraid. Why? Perhaps they offer us a sense of control, something we can't always attain in real life. Maybe they remind us just how comfortable our lives really are.

Reading a ghost story or listening to one as a family is a wonderful way of exploring this genre. Below are some favourites:

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## The Woman in Black by Susan Hill 1983



Arthur Kipps, a junior solicitor, is summoned to attend the funeral of Mrs Alice Drablow, the sole inhabitant of Eel Marsh House. At the funeral he glimpses a wasted young woman, dressed all in black. A creeping sense of unease begins to take hold, a feeling deepened by the reluctance of the locals to

talk of the woman in black and her terrible purpose. An atmospheric tale, guaranteed to fulfil all your expectations.

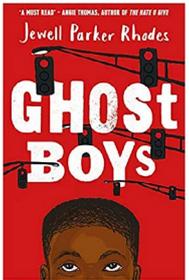
## The Turn of the Screw by Henry James 1898



This Victorian classic is set in a remote country house, where a young governess cares for a strange boy and girl, two orphans. Slowly, she becomes aware that the children can see the ghosts of a man and woman maliciously haunting the house. Terrifyingly, a series of spectres and phantoms seek to

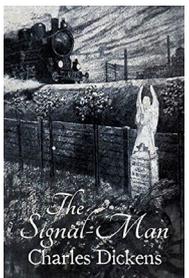
possess the minds of the children. Intense and thrilling.

## Ghost Boys by Jewell Parker Rhodes 2018



Twelve-year-old Jerome is shot by a police officer who mistakes his toy gun for a real threat. As a ghost, he observes the devastation that's been unleashed on his family and community in the wake of what they see as an unjust and brutal killing. A powerful contemporary tale.

## The Signalman by Charles Dickens 1866



This famous ghost story was first published in the Christmas edition of a magazine founded by its writer. A signal man is being haunted by a ghost, and is tormented by the thought that something terrible is about to happen. A chilling and gripping story.

## The Lovely Bones by Alice Sebold 2002



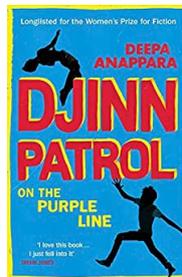
Narrated by the ghost of a 14-year old murder victim, this story from the afterlife became an instant bestseller. Susie Salmon watches from her own personal heaven as her family grieve and the police fail to track her killer. Touching and unusual.

## Still Water by Chris Priestley 2018



Evacuated from London at the outbreak of war, Rosie meets a strange girl swimming in a local pond. She hopes the two will become friends. Instead, the girl's appearance heralds a horrifying revelation with terrifying consequences. Spooky. Prepare to be scared.

## Djinn Patrol on the Purple Line by Deepa Anappara 2020



Set in a sprawling Indian city this novel concerns the mysterious disappearance of children from a poor neighbourhood. As the police force remains indifferent, rumours of soul snatching djinns persist. A triumph of suspense, flawlessly written.

I do not believe in ghosts. I believe in ghost stories.

John Robert Colombo



## Care and Achievement Co-ordinators

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

They work to care and support children to achieve academically by establishing a positive learning environment by visiting and working in lessons and supervising and supporting individuals and groups of pupils.

Our team, and their work mobile phone number which parents can use to contact them, are pictured below.



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