The British School of Egypt

Crossing the boundaries of excellence...

Winter Half Term Newsletter February 2021

Message from the Executive Principal

A warm congratulations to all our BSE community; especially parents, pupils, teachers and our support teams for making it successfully to the end of this half-term and engaging in such high quality and comprehensive Distance Learning over the last 6 weeks. Whilst we didn't start the term on campus, as we would have liked, I was so pleased with how our staff transitioned seamlessly to our online provision. I continue to be both extremely proud and inspired by the creativity, commitment and resilience displayed by each and every one of you as we tackle these uncertain times.

We are delighted by the Minister's recent announcement that allows us to return to campus after the mid-term break. We look forward the school coming alive again with joy, laughter and of course lots of hard work! While this is great news, we must also continue to be mindful of the safety of our community when we gather again. This means bringing in an adequate supply of face masks each day (at least 3), ensuring the masks are worn in the building, and also bringing a personal hand sanitizer to school as part of your child's COVID-19 safety kit. We will return to the same timings of the school day as last term but with some adjustments to timetables to allow for some more variety in specialist input which will be welcome I am sure.

I would like to highlight that we made some excellent progress with the positive behaviour and achievement across the school by the end of term one. The strategies implemented and hard-work of the Pastoral and Behaviour Team have been impactful and greatly valued. We trust we will have your full support with maintaining those standards and the partnership we have developed as we return to site in term two.

We recognise this current period is potentially the most challenging and stressful for our exam cohorts. We would like to assure you we are working hard to ensure that we, as a school, offer our pupils as much support, guidance and opportunity to succeed as we possibly can. We will continue to keep you updated regularly as the situation unfolds; and also concentrate on preparing our pupils to perform well in whatever circumstances they are faced with. Please do your best at home to encourage your children to stay positive and on track with the expectations set by their teachers.

I very much look forward to seeing you all in person on Sunday, 28th February.
Until we meet again, please do your best to stay safe and remember...

- **Hands** - wash your hands regularly or carry a sanitizer
- **Face** - cover your face with a mask or covering
- **Space** - keep your distance (2m), avoid enclosed or crowded places

Warm regards,
Mrs. Yasmin Tabram
Executive Principal



Learning in Focus

Message from the Principal

Dear BSE Community,

This term has seen another new phase for The BSE and with the school operating in Phase 3 of the Pandemic response plan, it of course has presented all at the school and the wider community with challenges. However, as we have experienced before the ability of staff, students and the student families to adapt and be resolute when faced with challenges has been exceptional and truly one of the greatest positives from the last half term.

I have been working and teaching abroad for eight years now and since leaving the UK I have developed a small but very valuable network of friends and colleagues around the world. Some that I have worked with in Egypt before they move further afield and some that I worked with in the UK before they also moved abroad to work and live.

The colleagues and network now extends to schools in the UAE, Singapore, The Philippines, Malaysia, lots of countries in Europe, The USA and New Zealand and what has been obvious is that schools worldwide all face very similar challenges on a daily basis but often adapt depending on their circumstances.

An example is from a colleague in Manilla in the Philippines - he has been teaching iGCSE and AS level lessons to his students now for a year with no return to school at all and with no proposed return to school before the exams in July, his students have had it tough. This week his school celebrated the one year anniversary by hiring 94 delivery drivers, 3 pizza restaurants, two virtual cinemas and 26 mobile popcorn delivery drivers so that all 584 students in the school could receive pizza, popcorn and a movie pass for the party.

Needless to say the students were appreciative and whilst nobody at the school wishes to be off site for as long as they have - they are hopeful that this year they will return to site.

Our newest challenge facing The BSE community will be adapting to life back on site next week. As we have experienced before our students will be excited and keen to see their friends and of course to settle back into being in school. We do have the advantage this term that the experience will not be new - the wearing of masks, the regular sanitising of hands and belongings along with our commitment to social distancing will not be 'new' to our students.

All of our students throughout the school will have experienced these requirements before and so our commitment to the high standards and expectations that we have at The BSE will be normal. I am certain just as they have before all students will quickly adapt to being back on site and will settle into the routine and day to day learning that we are so fortunate to be able to offer.

I hope that we will never need to celebrate our one year anniversary of online distance learning at The BSE - although I would quite like to have a pizza, popcorn and movie party! Thank you for your ongoing support and I look forward to seeing the students next week.

Tim Hoban
Principal

Message from the Primary Leadership Team

What a busy half term it has been for everyone here in the Primary School! Our transfer to Distance Learning has not hindered our creativeness, determination or passion. Distance Learning has had its associated challenges; however, we are very proud of the staff, children and parents of the BSE community for once again adapting to the situation in which we have been met with.

In addition to the delivery of curriculum content, children's mental health and wellbeing is of utmost importance to us at the BSE. One of the highlights of this period was the participation in this year's Children's Mental Health Week. Pupils and staff were encouraged to partake in activities that were designed to specifically promote social, mental, and physical wellbeing. Children focused on the theme Express Yourself and explored the different ways we can express ourselves, and the creative ways we can share our feelings, our thoughts and our ideas, it was a fantastic experience!

It is safe to say that we have thoroughly enjoyed this half term and we really hope that you enjoy reading about all the wonderful activities and accomplishments that have been achieved by our talented Primary pupils. We very much look forward to welcoming the children on return to the school site next half term!



Learning in Focus

News from EYFS

Learning in Focus

It has been a truly uplifting and fulfilling experience with Early Years distance learning these last few months and of course a challenge for everyone. I am so full of pride for our children who have battled on regardless of the restrictions and worked so hard to complete and hand in their assignments.

All staff in Early Years have consistently worked hard to find fun, thought- provoking and holistically educational activities for the children to do at home, so as to develop their learning in the most supporting way.

I would like to take this opportunity to give a gigantic thank you to the parents of Early Years children as recognition for your support throughout. I know, at times, you have struggled with various aspects of distance learning and we appreciate all your feedback so as to improve and move forward in a positive manner but mainly I thank you for your dedication and support of what we are trying to do for your children.

Please have a look at some of the wonderful assignments the children have completed this mid-term and enjoy their beautiful smiles while learning and having fun!



Pre-F Distance Learning Experiences!

Pre-F children have been exploring Shapes & Colours!

During Literacy we read the story, 'Mouse Shapes'. The mice in the story ran away from the big, scary cat and hid inside a variety of shapes. Just like the mice, we used shapes of different colours and sizes to recall and build the objects from the story. We also made our own BIG Mouse (even bigger than the Mouse in the story), to scare the cat away from spoiling our fun!

During Maths we explored size, focusing on using the vocabulary words 'Big' and 'Small'. We were given an arrangement of shapes of different sizes that were muddled together and had to sort them by size into groups. We continued to develop our grouping skills by finding different objects in our environment and sorted them by colour. We then counted how many different coloured objects we found!

During Expressive Arts & Design we explored mark-making, using different tools. We used sponges to print, Playdough to mould, water colours to mix and an arrangement of different cutters and stamps! We also explored our 5 senses, focusing on the texture of different objects.

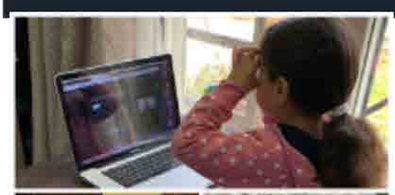
F1 Distance Learning Experiences!

F1 children have been exploring Shapes & Colours!

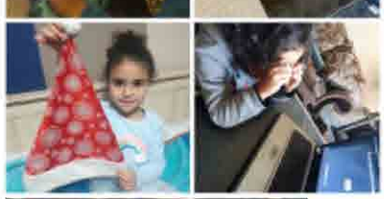
During Literacy we read the story 'Brenda's Boring Egg'. We practiced using Scissors safely to cut out different Shapes and placed them in an arrangement to make our own Duckling. We extended our vocabulary by playing 'Bingo', matching different picture aids to recall the story setting and characters. We even pretended that we were Ducks like Brenda from the story, laying an egg! We designed and decorated a REAL egg, based on our favourite patterns and colours of the eggs throughout the story.











During Maths we dug out our binoculars and went on a Shape Hunt! We played an interactive game, following the binoculars as they whizzed around the screen uncovering clues. Our job was to guess the name of the shape before it was revealed. We even explored shape properties, counting the 'OUCH' corners (because they are sharp) and sides of different shapes. Afterwards, we took to our surroundings and looked for Shapes in our environment. Did you know that shapes are all around us?!







During Expressive Arts & Design we manipulated materials to achieve a planned effect. We bent and moulded toilet roll tubes into different intended shapes. Check out our colourful Shape wall! We also explored what happens when we mix two coloured paints together, observing the different colours created.



F2 Distance Learning Experiences!

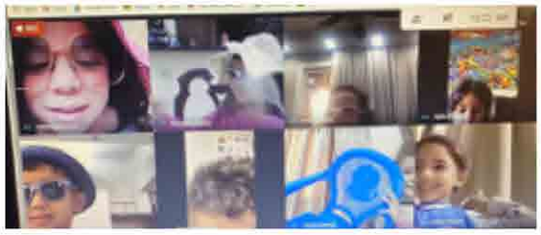
We have learned about sentence structure and how to form a proper sentence. The children were able to form a sentence saying their name by starting with a capital letter and using the high frequency word 'am', in the middle of the sentence.



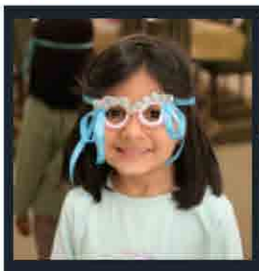
We were learning about the topic 'Space'.

The children were very creative and created their own telescope using tissue rolls. They enjoyed colouring and decorating them and pretending to be an astronaut in space.

News from EYFS



We have been learning through our topic, about the four 'Seasons'. While focusing on the season 'Summer' our fun teachers asked us to go and seize an item that we would usually wear during summer and attend the live session with them. Some children chose to have goggles and the others pretended to be sitting in the sun and decided to have hats and sunglasses on, it was so much fun!

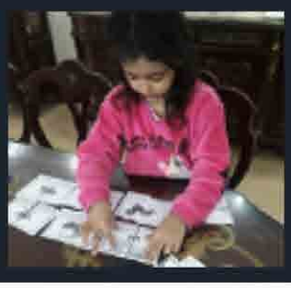




We must just add, that while learning about the season 'Summer'; us being fantastic little artists, ha-ha! We created our very own sunglasses using a variety of materials. Aren't they just marvelous?! We look super cool!



We have really appreciated having so many different science experiments while 'distance learning' and we've enjoyed investigating different things during our Understanding the World lessons. One that was thought provoking and we thoroughly enjoyed was planting seeds at home, taking care of them and watching them grow! We used different materials like cotton, a plastic cup and beans to help us grow our own plants, it was so interesting and fun! Did you know too much sun can damage a plant?! We must take care of our plants!



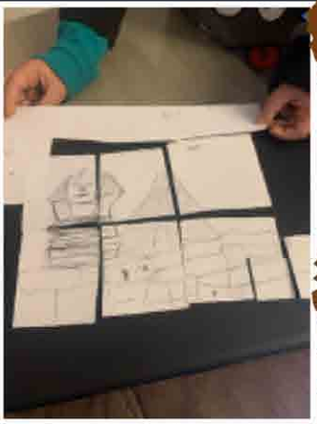
We have been learning to rhyme! Some rhymes are really funny, so it makes it interesting to learn! We have been practicing by reading rhyming cards and matching them together correctly.

We also learnt all about sentence structure. Did you know you have to start a sentence with a capital letter, have finger spaces between the words and end the sentence with a full stop. It's a lot to remember but we're getting there!

News from Year 1

In Topic this term, we travelled around the world and visited the seven continents. We started in Europe and learnt about the capital cities and their names. We then moved on to Asia and Australia and learnt some really interesting facts like Australia is the smallest continent in the world. After all that travelling, we felt a bit jet lagged so we flew back to Africa to explore our home, EGYPT. We created collages and drawings of our favourite things in Egypt. Once we had a rest we visited North and South America. While we were there, we learnt about the different traditions and customs. It was so good to learn how to dance to Brazilian music. We ended our journey in Antarctica, where we cuddled the penguins and discussed cold blooded animals.



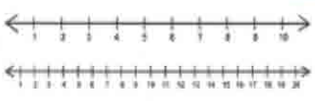




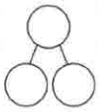


Science was great fun this term, we learnt about our bodies and their ability to do things. We could not believe that the hand we write with has over 27 bones, that is so many! We then learnt about our senses, we smelled lots of different objects around our homes, tasted a variety of food, used our eyes to spot the difference, our ears to hear different things and our sense of touch to make gooey slime. Some of our slime turned out great, while some of it turned into a mess. We learnt that sometimes things do not always work out and that is okay!

Numeracy was tricky this term, but we managed it because we are mathematicians in the making! We learnt how to add and subtract within 20, count and break down numbers to tens and ones and measure objects using standard and non-standard units of measure. To learn all this we used a lot of creative and interactive resources to support us.







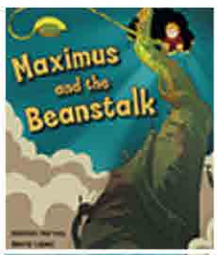
Learning in Focus

News from Year 2

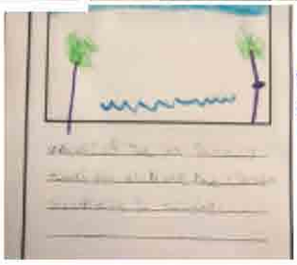
Twist in the Tale!

In Literacy, children went on a journey down fairyland to find the differences and similarities between "Jack and the Beanstalk" and "Maximus and the Beanstalk". We dived into events, characters, settings and sound effects. Children then moved to another magnificent genre, poetry. Our English writing is linked to the seasons and our topics as we look at Spring poetry. Children were being 'word detectives', collecting lots of different words and phrases to help us write our beautiful poems. As always, our initial focus was to build the children's vocabulary.





Drawing out the vocabulary and word classes is our focus and how we can use this knowledge to write our own ambitious sentences that are grammatically correct. Within our English lessons, we covered the spelling and grammar rules the children are expected to know in Year 2 like Subordinating connectives (because, when, if, that), present and past tense.



New spellings were sent home every week to be practised at home and used in the children's writing. Children were encouraged to write sentences at home, which included the spelling words, or try different activities to embed the different spelling patterns.

Please continue to support and encourage your child with reading and spellings at home, it really does make a difference!



Tables and Tallies!

In Numeracy, we moved to multiplication and division! We continued to develop our addition, subtraction, multiplication and division skills. We also continued to count in 2s, 5s and 10s and linked this to the multiplication and division facts of the 2, 5 and 10 times tables. The children learned other methods for dividing by sharing a number equally into groups.
The children found out about repeated addition, repeated subtraction and used different strategies, like drawing arrays, to help solve the problems they were given.

The children also learnt how to interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

The beginner's Guide to Zen Living:

Our focus for Wellbeing this half term was exploring mindfulness using the senses, developing good friendships and celebrating Mental Health Week at home. Children were offered different activities and explored different stories written by Dr. Seuss and Susan Verde. They learnt how to express their emotions by creating their own 'feeling monster' and some breathing exercises! Children also enjoyed hiding courageous notes to their future selves.











Learning by experience

Ready, Steady, Growt! In Science, children explored the world of seeds in this unit: learnt why plants disperse their seeds and the various clever ways in which they do this. Children planted different seeds, bulbs and a bean in different conditions and watched to record what happened to them.

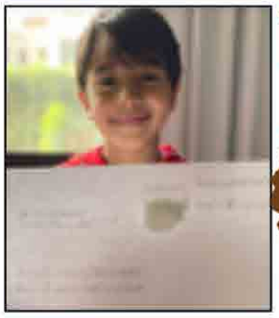




Leave one to sink or float!

We investigated materials and their properties this half-term, learning how to plan fair tests and carry out careful observations. We started to use scientific language to classify and sort different materials creating posters. Children also carried out an experiment to test some materials. This sink or float experiment is a simple physics experiment that encouraged children to make predictions and observations.





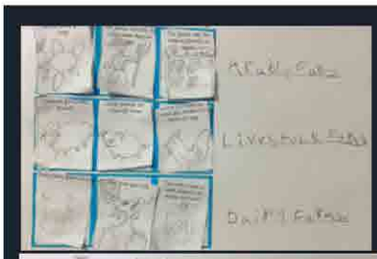






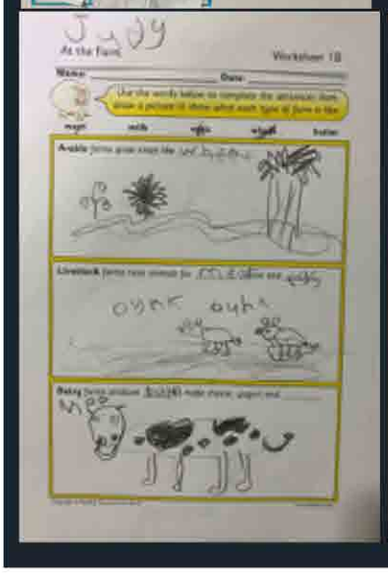
Learning in Focus

News from Year 2

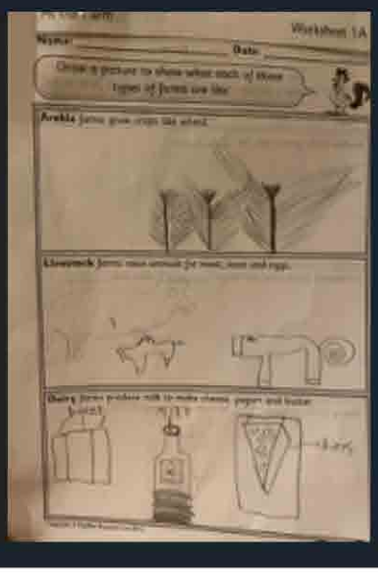


At the Farm

This unit takes us to the countryside and its life aspects. Children learnt how different it is in comparison to the city. Children also took a closer look at how the four different seasons of the year affect life on the farm: added things which happen on the farm, e.g. spring - lambs born, autumn - harvest, winter - animals inside. They enjoyed learning and comparing different types of farms imagining which farmer would like to be when they grow up.



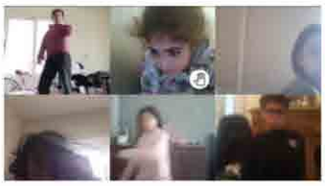




News from Year 3



With schools required to close their campuses and switch to distance learning, all of our BSE family; children, parents and staff, had to adapt to the expectations and needs of online learning. Each of us used what we learned from the first experience and improved on it. This was an amazing group effort that yielded amazing results that we can all be proud of. That being said, the stars of this show are, undeniably, the children. The positive attitude, dedication and commitment they showed towards their learning was energising and contagious (pun intended).



That positive attitude was clearly evident while covering our first Literacy unit titled 'Where Would You Like to Live?' Even though, we had to stay at our homes and communicate through our devices, we were able to use our imaginations to fly to different cities and learn all about the various lifestyles and cultures. Our children were able to find similarities and differences between their lives and the lives of fictional yet accurately represented children. Additionally, while covering the 'Dragon Slayer' unit, the children explored how to map a structure for their story and the importance of giving life to their characters by describing their looks, personalities and feelings.



As always, our BSE cross-curricular learning empowered the children and enabled them to display this newly acquired skill during Children's Mental Health Week. They reflected in-wards and used the adjectives they learned to describe how they feel and to identify what puts them in a better, positive mental state. But there was more. Each day introduced different activities, ranging from discussions to physical activities that allowed the children to focus on different aspects of their mental and emotional well-being. Additionally, due to the increased dependency on online communication, we discussed online safety and introduced a contract that any group of children can use to agree on a set of rules regarding acceptable behaviour while playing online games, or even simply chatting, and a chosen family member to speak to, if these rules are ever broken.

The astronomer Carl Sagan once said, "Everybody starts out as a scientist. Every child has the scientist's sense of wonder and awe," and this was clearly displayed by our natural-born BSE scientists, as they took command of their inquisitive minds and carried out scientific experiments that put their newly acquired knowledge regarding plants to the test. They saw all the stages of a plant's life cycle, starting from dissecting a seed, to testing the most effective methods of seed dispersal, to planting a seed in their own miniature greenhouse. Seeds perfectly reflect the BSE Growth Mindset message; one day, that small seed that can fit in the palm of our hands can become an adult plant or tree that supplies us with food and oxygen that our survival depends on. More than ever, year 3 children now understand the mutual dependency and relationship between humans and plants, and the responsibility we have towards protecting our valuable green spaces.

Also, we learned about the earliest human civilisations in Topic. Year 3 children now understand that all the art, music, language, numbers and tools present today, are all built on building blocks that were set by these incredible civilisations. We enjoyed activities where we got to write sentences and numbers in Ancient Sumerian and Egyptian hieroglyphs. Lastly, the children learned the importance of learning about history and how as they grow older, they will set the building blocks for the next generation.

This journey through distance learning had its challenges, but it taught us that there is nothing we can not accomplish as a family working towards the same goal; to supply the best education possible for our BSE children.

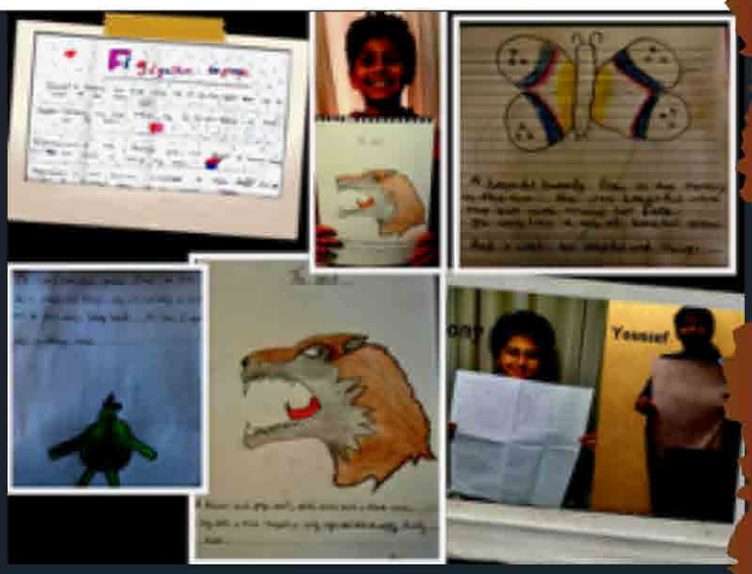
Learning in Focus

News from Year 4

Learning in Focus

The Lockdown HAIKUS ..

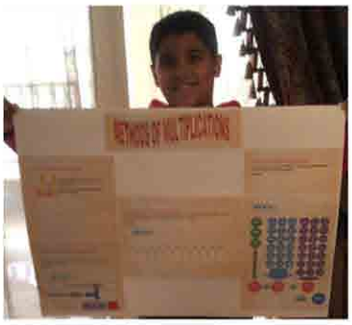
n literacy, the students have had the amazing opportunity to explore poetry in many different forms. They explored many types of figurative language including metaphors, similes, alliteration, hyperboles and personification. They even had the chance to create their own poems and draw amazing pictures to go along with them. Using different types of literary devices they we able to bring their poems to life. They also learned how to use extended noun phrases to give the reader a real image of what they are writing about. To end the poetry unit the children studied the art of Japanese poetry called Haiku, which focuses on syllables and not necessarily rhyming. They really enjoyed writing their own haikus to share with their classmates.

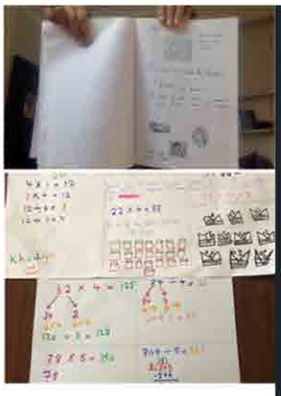


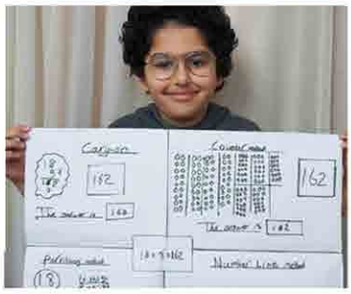
DOES AIR HAVE WEIGHT?!

Science this term was so much fun for Year 4. They have been investigating and learning about the different states of matter. They discovered that three distinct physical forms could take in most environments: solid, liquid, and gas. They also learned about their properties. Children were so eager to investigate and find out about air. Some of them thought it does not weight, while others believed that it is like any other matter no matter how light it is, it should have weight. According to Marcus Aurelius, "Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life." Under the parents' supervision, children experimented at home to see if the air has weight or not. They used a clothes hanger and two balloons. They noticed that clothes hanger moves upward on the side where the balloon was deflated, which is a shred of factual evidence that air has weight!











LEARNING MATHS FOR MASTERING!

Our diligent Year 4 children have been fantastic and continued contributing passionately to our distance learning experience this half term with great zeal. Their inquisitive minds are reflected in the high-quality projects they recently produced. They mastered their mathematical skills to solve complex problems involving addition, subtraction, multiplication and division and a combination of these. They took the ownership of their own learning by creating posters which explained how to multiply and divide, including mental and written calculations. Our fantastic year 4 students were introduced to the concept of measuring areas, giving them a tangible way to measure and compare a shape's size. They were also given opportunities to devise their own problems based on real-life examples that they could refer to within the home environment - square carpet tiles, square concrete slabs by the school entrance, square ceiling tiles and so on.

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News from Year 5

Learning in Focus

The Year 5 e-learning experience has been one of adaptation, challenge and unfamiliarity. Thankfully, we are blessed with a dedicated bunch of children who smashed it out of the park! We did not let the adversity affect us. Instead, we flourished. We received floods of uplifting, spirited work throughout this term.
We would like to take this opportunity to thank not only our students, but also our parents for your continued support during this time.

Early on this term, we revised and concluded our studies of poetry and play scripts. We had so much fun performing whole-class plays and the Year 5 team witnessed some splendid acting performances. After this, we moved on to our fiction unit, headed by Oranges in No Man's Land. This story took us on an adventure through the war-torn capital city Beirut during the late 1900s. Our students urged the courageous protagonist, Ayesha, along as she risked all to save her Grandma from impending doom. We used our initiative to predict what might happen next and put ourselves in the shoes of the characters.





At the same time as this, we studied a range of fraction types such as equivalent, improper and mixed. Once we were familiar with these concepts, we progressed to comparing and ordering like and unlike fractions. Finally, we tackled division sums where we used fractions to represent remainders!
Impressive work considering we were only able to communicate virtually; we owe everything to our students for their patience and perseverance with such a complicated concept. In typical Year 5 fashion, we found a way to achieve mastery.
Our scientific studies led us down a very exciting path this term! Our lessons were packed with fun activities and experiments relating to properties of materials.

Is the material strong? Is it transparent? Can it absorb water?

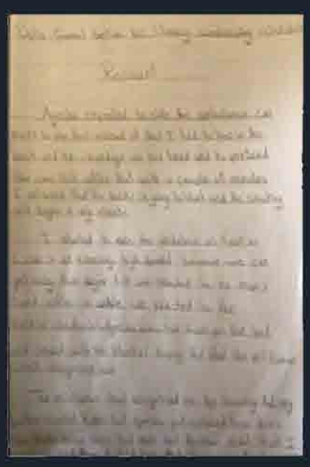
We also considered whether the changes that we made to some materials were reversible or irreversible. Our students had lots of fun trying to reverse their very own (messy) mixtures using a range of methods. Please check out the evidence below:

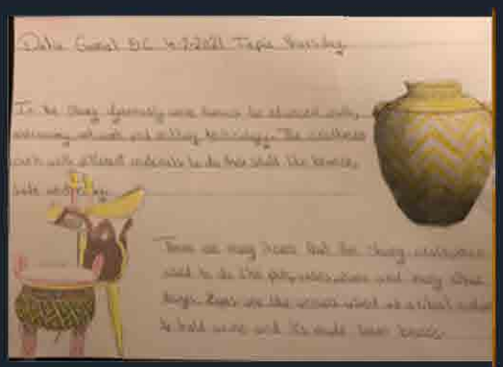
- A proud member of 5A displaying his very own mixture.
- A step-by-step guide to mixing by a dedicated 5D student!
- One of the 5C boys carefully conducting his experiment.

In Topic, we learned all about the Shang Dynasty of China, who lived some 3,500 years ago! Once we began studying the ancient civilisation, the social ladder and the typical habits of these people, our superstars had so many intriguing thoughts and questions to build their knowledge. The children also took great pleasure in surfing the internet in their own time to find out more about these trendsetters. We were very pleasantly surprised to witness the year 5 students become so immersed in the Shang Dynasty.

Finally, during international Mental Health Week, we considered many ways in which we can protect our mind, body and soul. We enjoyed replacing our technology for reading, sugary snacks for fruit and vegetables and inactivity for exercise!

As our e-learning journey draws to a conclusion, the year 5 team can confidently reflect that our learners have mastered the content of this term and are absolutely ready to return to campus to continue their development. We thoroughly look forward to welcoming our students back where we will revise any misconceptions, discuss new concepts and excel as one big, happy, united family.
Stay safe.







A creative poster modelling Shang artefacts.

A creative poster modelling Shang artefacts.

A beautifully written recount by a gifted 5C student.

A modern-day oracle bone from 5F.

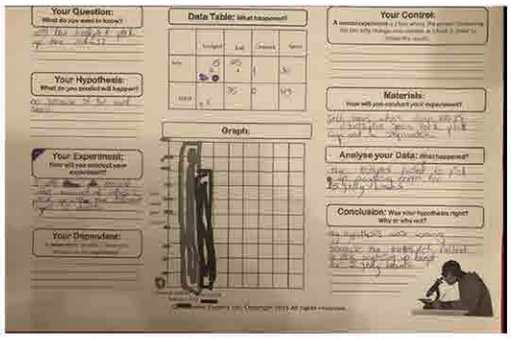
News from Year 6

A term with a twist as Year 6 embarked on an online adventure full of exciting moments and virtual trips!

Our thrilling journey brought us closer as we discovered new things about each other and most importantly, how to support one another - teachers, students and their families.

Literacy this term gave the students great opportunities to explore their wonderful writing skills. From poems to fantasy stories, Year 6 demonstrated creativity in beautifully written imaginative pieces.
Muhammad Hadhoud presented a free-verse poem letter titled To My Grandmother.
Well done!





Science was truly fun as we discovered new amazing things about ourselves – inherited traits and characteristics, adaptation and variation and explored the work of Charles Darwin and Mary Anning.

Jamila and Laila Ayman experimenting adaptation of living things.

Zeina created her family tree describing the inherited traits.
Well done girls!

Free verse poem
To my Grandmother

Dear grandmother as the days
Go by and the sun fades away
I never look forward to another day

Dear grandmother I really miss you
Your food, your bedtime stories too
Do you miss your grandson Ben?

Dear grandmother I really look forward
To coming home to mango mornings
And story times; your dear grandson Ben

By: Muhammad Hadhoud
6F

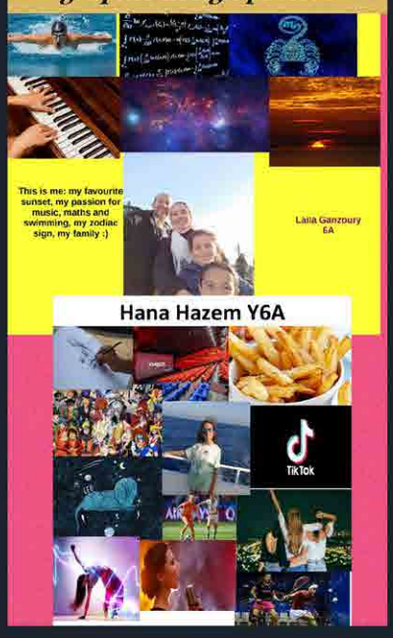


family tree inherited traits

At the BSE, we celebrated the Mental Health Week – Express Yourself.

Year 6 students expressed themselves using graphic design to create posters representing their hobbies, interests, favourite holiday destinations and sports.

Expressing ourselves through graphic design posters



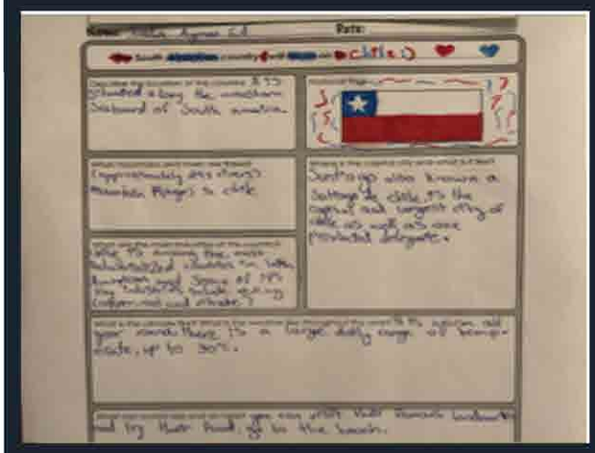
Expressing ourselves through graphic design



In Geography, the students had fun exploring South America and its beauty.

They have shown creativity, designing posters about their favourite country, describing the local traditions and history, physical features and highlighting famous landmarks.

Great job Year 6!





Learning in Focus

Primary School – Science News

Learning in Focus

We have all been extremely busy with our science learning at school and have lots of news to share with you!

A huge amount of STEM learning was carried out across the school through virtual learning, investigations, and various different activities. It was an incredibly successful half term and it was fantastic to see all the pupils so immersed, engaged and inspired by science.

Do make sure you take a look at our official page on Facebook, which includes details and photos of all the wonderful activities that each year group carried out during this half term!

Science fun at home! – (just some of many examples!)

Yassin was looking at different kinds of birds and how they survive and fit in their Environments. He also explored which one of them would hold more food than the other. He was able to mimic that by using various tools he have at home, The tools (chopsticks, fork, spoon, toothpick) represent different types of birds, and the candies represent the environment they live in.



Andrew created a family traits tree to show a combination of traits that is unique to them.





Malak's research project on the famous Paleontologist Marry Anning.

Science Virtual Learning Resources…
Below, I have listed a few excellent websites/online providers that are offering resources to help support science learning at home:

Science Buddies:
http://www.sciencebuddies.org/blog/category/doing-science-at-home

The STEM Hub:
http://www.thestemhub.org.uk/index.php/stem-at-home

Science Sparks and Primary Science Teaching Trust:
http://www.pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home

Investigation suggestion…

LAVA LAMPS

You will need
- *Water*
- *A clear, plastic bottle*
- *Vegetable Oil*
- *Food Coloring*
- *Vitamin C tablets*

(or other effervescent tablets)

Method:
1) Fill a plastic bottle with water until it's approximately ¼ full.
2) Add vegetable oil to the water until the bottle is 7/8 full.
3) Wait for the oil and water to separate.
4) Add food colouring to the bottle (you can also add glitter if you like!)
5) Watch the food colouring mix with the water as it falls through the oil.
6) Break a Vitamin C tablet into small pieces and add to the bottle.
7) When the bubbling finishes, add another piece of tablet.

Time to investigate!
What happens when you change the amount of tablet?
What happens if you change the temperature of the water?
Will the Vitamin C tablet react in oil?
What happens when you use dvifferent liquids? (lemon juice, vinegar, sparkling water?)

Reach out reporter

Remember to keep watching 'Reach Out Reporter's – Weekly News Updates' to keep up to date with science news around the world!
There's also a huge number of other informative clips to explore and enjoy!

http://www.reachoutreporter.com/

What a fantastic amount of science there is to celebrate!
Well done everyone – keep up the good work, keep exploring and keep having fun! Please keep sending in all the science you're doing at home; I'd love to hear all a

Primary School – Spotlight on Literacy

What a half term! Our Primary School students have been busy at work. Come what may, our budding writers did not stop for one second as we began the year 2021 virtually through Distance Learning. Across the Primary School, our children have been exploring different genres, have been analysing different texts and producing stellar pieces of writing! Well done to all of you! We continue to be astounded by the work produced and uploaded from home. Keep it up!

Finish the Story – Writing Competition



Once there was a man. He lived in one of the most astonishing places ever. He had three amazing children. He had a brother and a sister. He had many friends and should have been very happy. However, there was something missing. Something that he had lost five years ago that one fateful day…

Wondering what happens next? Take charge of the story and make it your own! Decide what kind of story you'd like to write. Perhaps a drama? Comedy? Action...maybe even horror! Let your imagination run wild. The possibilities are endless!

Your piece of writing must have:
- A title
- A name for your main character
- A beginning, middle and end
- WOW words!
- Your name and class

After completing your story, make sure to proofread it!
Once you've perfected your piece and are ready to submit. Go ahead and scan it (or even have it prepared as a digital copy) to send through to: yossra.hamza@bse.edu.eg

Looking forward to reading all your brilliant submissions!

Numeracy Highlights

Year 1

In Numeracy, children had an amazing time using different strategies for adding numbers within 20. They have demonstrated that they can use efficient strategies to subtract and become less dependent on support resources, such as counters. Children can confidently count to 50 and are able to order and compare numbers below 50.

Numeracy Riddle - What is the Number?
I am a 2-digit number.
I am an even number.
The sum of all my digits together is 3.
The order of my digits goes smallest to greatest.

Year 1 - Numeracy Puzzle
Please find the link to your puzzle attached below. The first student to submit the correct answer is our winner.
https://drive.google.com/file/d/1fzfhkfnM1ro9uyL9bDDY6KSVsAxzg50o/view?usp=sharing

Year 2

In Numeracy, children are confidently using a range of strategies for working out a division sentence. They can read charts and diagrams with ease and come to accurate conclusions. Students have begun to master the ability to estimate, measure and compare the lengths or heights of a range of objects, using simple measuring equipment.

Numeracy Riddle - What is the Number?
I am a 2 digit number.
I am less than 50.
I am greater than 40.
My ones digit is the number of sides on a triangle.

Year 2 - Numeracy Puzzle
Please find the link to your puzzle attached below. The first student to submit the correct answer is our winner.
https://drive.google.com/file/d/1tZAuRIt1uJp19xIW8C4ht-diTkIfmui8/view?usp=sharing

Year 3

In Numeracy, children had an outstanding time mastering solving 2-digit multiplication and division multi-step problems. They can convert amounts from pounds and pence to just pence and are able to solve addition and subtraction problems including finding change. Students have begun to interpret data presented in pictograms, bar charts and tables.

Numeracy Riddle - What is the Number?
I am a 3-digit number.
I am odd.
I am a multiple of 7.
All of my digits are odd.
The sum of my digits together is 15.
The order of my digits goes smallest to greatest. (left to right)

Year 3 - Numeracy Puzzle
Please find the link to your puzzle attached below. The first student to submit the correct answer is our winner.
https://drive.google.com/file/d/1EbCtfTh4_J5V4fwNYB4ugYbRCvXOE88r/view?usp=sharing

Learning in Focus

Numeracy Highlights

Year 4

In Numeracy, children can confidently solve a range of multiplication and division multi-step problems. They understand how to find the area of a shape and can apply their knowledge to find solutions involving squares, rectangles and rectilinear shapes. Students have begun to master the link between the tenths and hundredths place value.

Numeracy Riddle - What is the Number?
I am a 4-digit number.
My tens digit is even.
The sum of all my digits is 6.
My hundreds digit is less than 2.
The order of my digits is least to greatest.
In my number there are only two different digits.

Year 4 - Numeracy Puzzle
Please find the link to your puzzle attached below. The first student to submit the correct answer is our winner.
https://drive.google.com/file/d/1kCa7AycATKHtzLOK2SxlrQ8DldvbyH12/view?usp=sharing

Year 5

In Numeracy, children have mastered the ability to multiply, divide and interpret remainders confidently using several written methods to solve multi-step problems. They can fluently convert between mixed numbers and improper fractions. Students can successfully add and subtract fractions and mixed numbers using formal written methods.

Numeracy Riddle - What is the Number?
I am a 5 digit number.
My tens digit is twice my ones digit.
My hundreds digit is 1 more than zero.
My ten thousands digit is the same as my ones digit.
My thousands digit is seven times my hundreds digit.
My tens digit is the sum of my hundreds digit and thousands digit.

Year 5 - Numeracy Puzzle
Please find the link to your puzzle attached below. The first student to submit the correct answer is our winner.
https://drive.google.com/file/d/1AiimhtlbZJ-vrN0FpygINlElBy_ShXLa/view?usp=sharing

Year 6

In Numeracy, children have mastered ability to convert fractions to decimals using division. They can confidently find the percentage of amounts even when there is a missing value. Students have begun to read, understand, write and solve multi-step algebraic equations, reliably finding an unknown number.

Numeracy Riddle - What is the Number?
The number has 6 digits.
10 is a factor of the number.
The number is less than 300000.
The sum of the hundreds and the thousands digits is 10.
The tens digit is a cube number and is one more than the thousands digit.
The hundred thousands and ten thousands digit are the same and are odd.

Year 6 - Numeracy Puzzle
Please find the link to your puzzle attached below. The first student to submit the correct answer is our winner.
https://drive.google.com/file/d/1zN1cPCvs4fdfabaYqadeElRp8mua4DfE/view?usp=sharing

Semaine de la santé mentale

Bonjour Parents!

For Children's Mental Health Week 2021, we highlighted the importance of 'expressing yourself' and encouraged children to explore the different ways we can share our thoughts, feelings and ideas.

Years 1 & 2











Learning in Focus

Semaine de la santé mentale

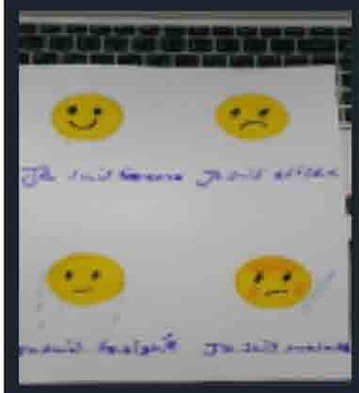
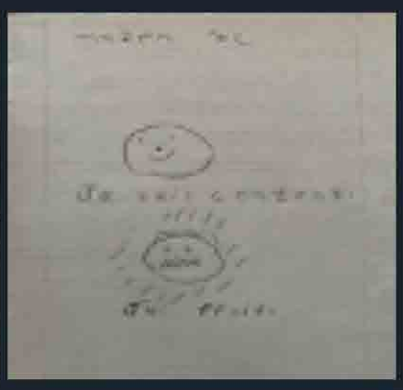
Learning in Focus

French in Year 1 & Year 2:

A family tree is a fun and educational way to introduce kids to history and research tools, because it gives them a personal connection to the information they learn.

Y1 & Y2 children were very excited to share what they have learned about family members in French. They created their own family tree and it was a great way to explore their personal family's history and earn new vocabulary. Children surprised their teachers by producing super oral presentations to introduce themselves and their family members in French.

French in Year 3:



French in Year 3:

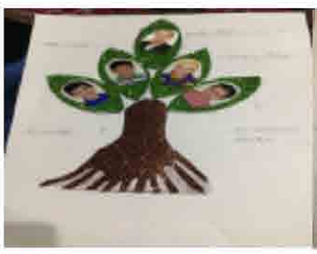
Moods & feelings are part of our communication, and being able to express them verbally is just as important. Y3 children have been learning how to translate their moods & feelings into words such as joy, sadness, anger and boredom, and they were really excited sharing their moods and expressing their feelings throughout drawing facial expressions and labelling them in French. They also prepared amazing oral presentations to describe their moods/ feelings and we are really amazed by the progress shown in their communication skills.



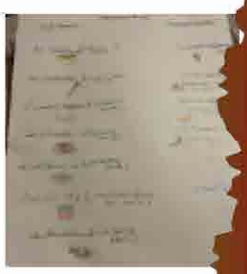
French in Year 4:

Y4 children have been learning how to build their family members vocabulary and writing skills through drafting, revising, editing, and publishing.

Children enjoyed describing what they already know about families by sharing relevant details and facts about their own families. They brought pictures of their family members and made their own family tree. Also, Children amazed us by producing super oral presentations to present their family members in French.





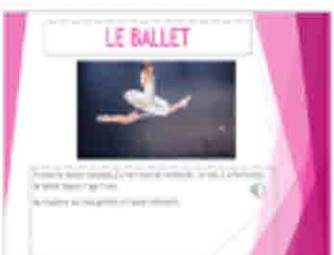
"Eating with Mental Health in Mind"

Y4 children have been also learning about healthy and unhealthy food. They enjoyed creating posters about food they like and dislikes and they were really excited to share with their teachers short speeches explaining their projects.

French in Year 5:

Learning the French words for sports is a great way to have fun with children and, even better, many of them sound or look similar to the English words!
Y5 children had a lot of fun practicing talking and writing about their favourite sport in French saying when and where they practice this sport. They also learned to talk about which sport they would like to try and why. They have prepared great oral presentations about the topic and they also shared with their teachers super writing projects with illustrations.







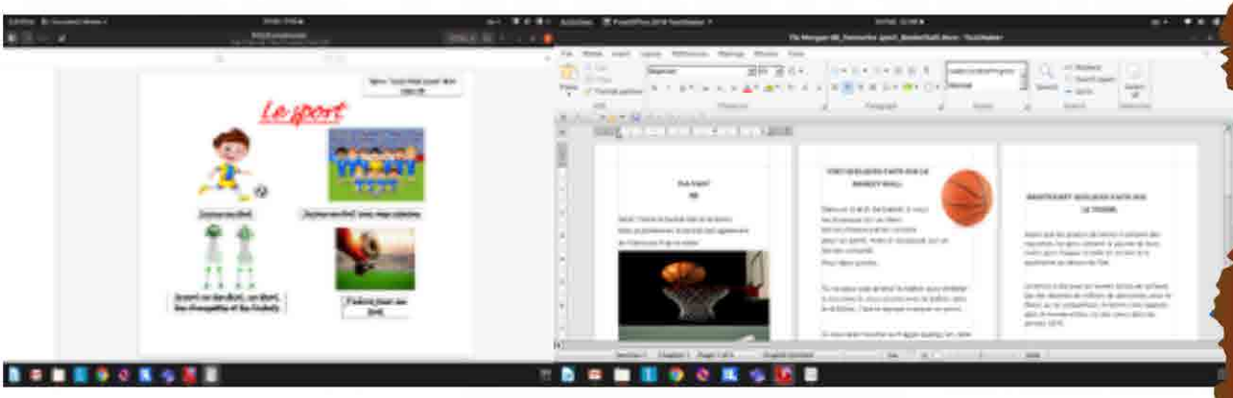
Semaine de la santé mentale

French in Year 6:

When children are able to find creative ways to share their feelings, thoughts or ideas, it can help them feel good about themselves and who they are. This is the way Y6 children express themselves through their fantastic posters done about their favourite sport. They have also presented their project orally and we are really proud of them and delighted to see the progress they have made in their pronunciation.







News from the PE Department

First of all, I would like to thank all the students who have been sending in their fantastic videos of them completing the challenges we have set! Also, a big thank you to all our BSE parents. I understand how difficult it must be trying to balance your working lives with your children's online learning. The PE department appreciates the time you've spent joining in with all the students activities and helping them record their videos!

We have been trying to produce a variety of content for our students this term, including fitness activities and skill based challenges. Our weekly 'Challenge the Teacher' activity seems to have been a massive hit with everyone. The PE department has been extremely impressed, and sometimes even embarrassed, at how many of our students have managed to beat the teacher!!! It looks like all our PE teachers will have to up their game in these challenges!







During these tough times, it is more important than ever that everyone tries to stay as active as possible. Studies have shown that children aged 6 - 17 years old should accumulate at least 60 minutes of physical activity every day to stay healthy. Even though we post weekly challenges for our students, we do advise them to try and carry out these activities daily to ensure they are keeping active and staying healthy. This especially applies to fitness and aerobic activities. We understand it is more difficult to exercise when everyone is being advised to stay at home as much as possible, but any form of exercise will be beneficial for your children, and also yourself! This not only applies in a physical sense - daily exercise combats health conditions and diseases, improves mood, boosts energy and promotes better sleep.

We will be continuing to adopt a distance learning approach in Primary and Secondary when we return to school at the end of the month. We will be bringing new and exciting ideas to try and keep everyone fit and healthy whilst hopefully having lots of fun along the way! Please join us!

The PE Department

Learning in Focus

Primary School Art Department News

Learning in Focus

Art in Year 1

Hamza in 1E has been making videos to teach other children how to make the Art work he has been learning about at school.

In year 1 we have been using some materials we can find at home. We used Coffee to make paper look like old Papyrus paper and learned how to draw an Egyptian Camel with one hump. We drew a second horizon line to show perspective (distance) and drew our famous Pyramids in Giza. We added the sun and put a little shade on one side of the Pyramids to show that they are really 3D.

We have been learning to draw people in action in year 1. We are learning the names of our body parts like elbow, ankle and wrists. We have created a background to show where they are and what they're doing.



Hamza Diaa 1E, Camel





Adam Mohamed 1C, Boys in Action



Lily Beverly 1A, Girls in Action

Art in Year 2

Tia AboulWafa in 2B has enjoyed going on a texture hunt around her house and found some unusual textures to create rubbings from.

In year 2 we have been learning about materials. We went on a texture hunt to see what we could find around us that was hard and had lumps and bumps we can see and feel. We used an oil pastel on its side to make rubbings to transfer the texture into an image.

We made 3D flowers to complete out plant project, using tissue paper and scrap paper and a pencil as a stalk.

We are learning about symmetry and composition by creating a reflection picture with our sticky oil pastels. We pressed hard with the pastel then transferred the image onto the bottom of our paper by rubbing hard on the back of our drawing. Now it looks as if the frog is sitting by a pond, looking at his refection in the still water.



Dave George 2B, Reflections



Tia AboulWafa 2B, Texture



Adam Mahmoud 2C, 3D Flowers

Adam Sabry 3D, Shading and Collage





Art in Year 3

In year 3 we have been learning sketching technique. We first sketched a portrait with all of the facial features in the correct place and of the correct size.

The Green Man legend inspired us to replace some of the features and hair with foliage.

Next, we learned about shading and shadows which we added to make the face look more real.

We finally make our portrait into a Collage by drawing and detailing leaves on paper. Creating rubbings with details from real leaves and we used real leaves from outside out building to decorate the face and features.



Selim Maher 3F, Collage



Lara Soldi 3F, Shading

Primary School Art Department News

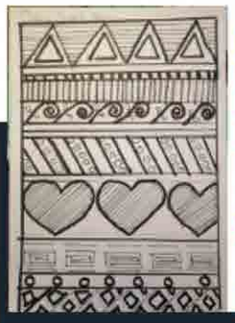
Learning in Focus

What are elements of art? The elements of art are stylistic features that are included within an art piece to help the artist communicate. The seven most common elements include line, shape, texture, form, space, colour and value. Pupils in **Year 4** demonstrated the use of the elements through the Flower Project below, and the results were amazing.






This half-term **Year 5** pupils engaged in a Doodle Art Project which involved developing abstract designs involving different patterns, shapes and colours.








In another **Year 5** Art Project pupils traced their own hands and then start making vertical and horizontal lines and added emphasis by choosing to use hot or cold colours. They produced some impressive creations as demonstrated below.

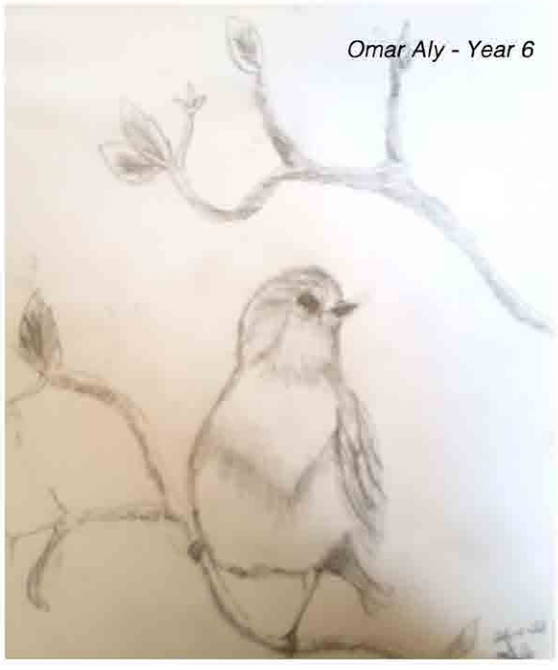




We are delighted to share some examples of the work produced by our Year 6 pupils who succeeded in drawing a perfect out line for the owl and the butterfly by using the principals of design (lines and patterns). Well done Year 6, some real talented work on display here!



Year 6, also learned how to draw a 'Bird Scenery' using a pencil, step by step, and applying shading.

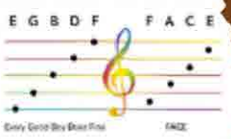






Primary Music Department News

During this half-term, during KS1 Music distance learning lessons we have studied the importance of reading musical notes in order to be able to play any instrument. We started by learning about the staff, the names of the lines and the spaces in Do Re Mi and also A.B.C. We also practiced how to draw the musical notes on the staff using many fun ways.



Over the last decade, the rise of the 'Bedroom Producer' has taken over the music world. As technology has progressed, the entry level to creating a hit song has become more and more accessible.



Gone are the days of having to invest huge sums of money to rent a professional recording studio, instead all we need is a computer and music composition software to create our own music.

This term, children in Years 4, 5 & 6 have been learning how to use the program 'Noteflight'. Noteflight is an online music composition program that allows us to write and listen to our own pieces of music on our laptops, tablets and mobiles.





Using this website, this term children have been able to gain a deeper understanding of music theory and implementing these skills to start composing their own pieces of music. This has enabled children to explore their creative side and start composing their own songs. Maybe this will lead to the start of BSE's very own David Guetta or Clavin Harris?

Using this website, this term children have been able to gain a deeper understanding of music theory and implementing these skills to start composing their own pieces of music. This has enabled children to explore their creative side and start composing their own songs. Maybe this will lead to the start of BSE's very own David Guetta or Clavin Harris?

Performing Arts Department News

Over the course of this term our talented our students learned more about emotions and moods and the function of a facial expression and how it conveys an emotion that tells us about the character and the way they react to the situation
A facial expression can also convey the character's true feelings.

It's important that they learn what they reveal about emotions and moods, and how to create and describe them.
Our lovely pupils participated in many performance pieces within the Google lessons including monologues, duet scenes and group scenes.









Pupils were encouraged to create an imaginary world clearly, communicate their feelings and thoughts physically (with the whole body not just the face).

Drama brings elements of play, humour, and laughter to those taking part – improves motivation and reduces stress also help to develop a healthy appreciation of culture and the arts.

Learning in Focus

News from the ICT Department

After mastering web development in Term One, KS3 students started to learn object-oriented programming using the C-Sharp programming language (C#). To ensure that all of our pupils can easily learn and practice computer programming, we have decided to use DotNetFiddle, an online platform that everyone can access for free, and through any device. Students have learnt the programming concepts and had a taste of coding one of the most important programming languages, C#.



This term, Year 5 pupils have begun creating stunning websites. They were amazed by what they were able to achieve in the first few weeks. Then, we introduced them to computer programing using Code.org, which is an amazing resource that they have used to learn programming concepts through practicing the block-based programing language. Great effort Key Stage 2, keep up the great work!



Senior School News

Teacher's views and oBSErvations from this term of distance learning"

Earlier this term several staff from the Secondary school at The BSE were invited to reflect on their experiences during the time of school closure and to write an article for the newsletter that would give all readers an insight into the online and distance learning term from thei perspective. I hope you enjoy reading about their 'oBSErvations' from the other side!

Marina Samy KS3 Science



Education has changed dramatically as a result of the pandemic we are experiencing nowadays. The COVID-19 pandemic has triggered new ways of learning. Consequently, teaching on digital platforms was one of the choices we had to switch to as teachers during that time. Therefore, teachers and students have to adapt to the new challenges using new tools to reassure the efficacy of education. As with most teaching methods, online learning has its own set of advantages and disadvantages. Identifying and decoding the disadvantages will sooth the learning journey for the students.

As a KS3 science teacher, I have faced many challenges especially with passive students who are observers rather than active participants. They are not used to absorbing and presenting the information in their own way. They became dependent on their teachers in every way. To overcome this challenge, I keep motivating the students to share their ideas and suggestions by appreciating and celebrating their effort being attentive and their trials to answer questions and by sending appraisal feedback to their parents.

Generally, keeping the students engaged and motivated during the sessions is not an easy task, and by not having the students in a traditional classrooms made the challenge even bigger. However, by finding the right tools for them to progress, it was easy to overcome such a challenge. Thanks to "Nearpod" and "Quizziz" who became our new friends.

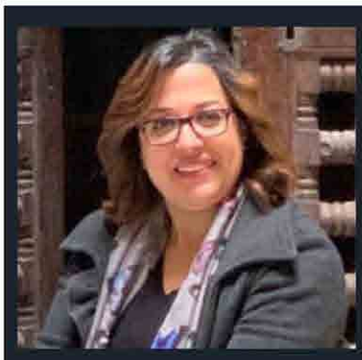
Implementing games and competitions using "Nearpod" have made the online sessions more enjoyable and the students became eager to attend and emphasis during the sessions. In addition, assessments became less stressful and more of a way to assess themselves using "Google forms."

Poor internet connection is still impeding distance learning as the pandemic continues. So, recording all the sessions was a great idea to tackle such an issue. Students are able to watch the recorded sessions at any time which gave them the flexibility to organise their daily schedules. Furthermore, recorded sessions have given the students the chance to ask questions via emails at any time, so there is no need to wait to see your teacher physically.

Finally, I would like to give a big shout out to our dearest BSEians who have shown how resilient they are. They made moving from traditional classrooms to virtual ones such an easy and smooth move.

Learning in Focus

Lina Azmy KS3 English & Humanities



It has been a challenging period of time for all teachers and students, all around the world. We cannot deny that fact. All of a sudden, and because of something that is totally out of our control, students are learning remotely and educators are in the permanent search of new tools and paths to face challenges they haven't faced before.

In the midst of the coronavirus pandemic, teachers were asked to pivot their instruction online to allow teaching and learning to continue. At the BSE, a KS3 teacher who teaches dozens of students can face lots of challenges. Thankfully, the move to online teaching this term was relatively painless, even in times of significant disruption.

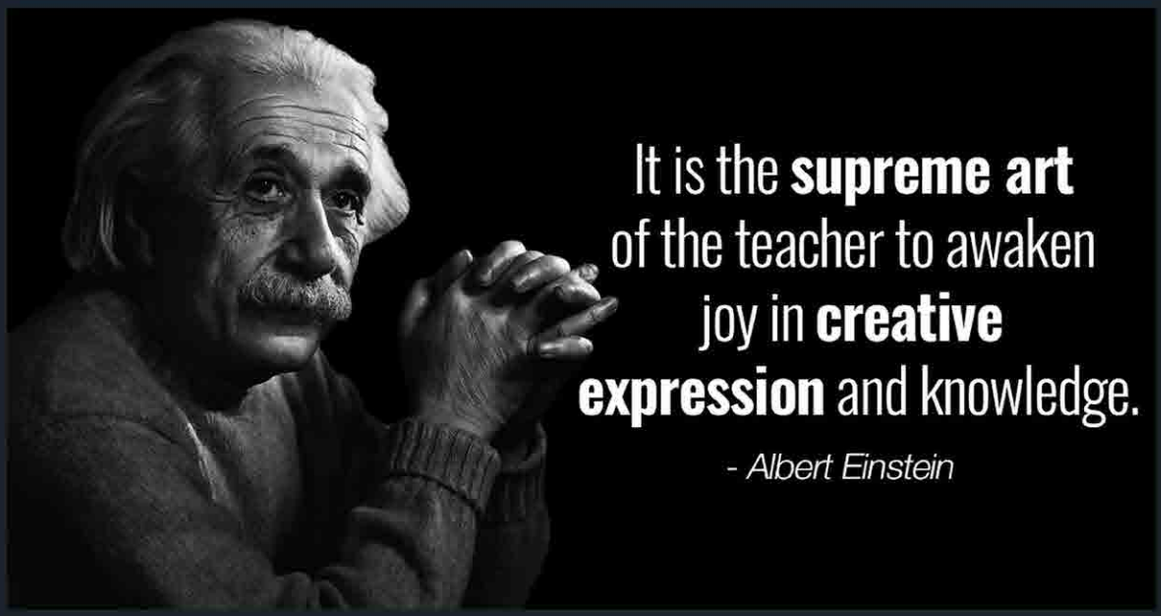
In online learning environments, it's important to help students engage with course material in a way that makes sense for them. In an online classroom, one of the main challenges I faced as a teacher is that much of the learning is completed asynchronously and students often feel disconnected from me, as well as their peers. In addition to the difficulty to teach online when trying my best to gauge how students are comprehending course content.

We all agree that the shift to online learning can be difficult, however, I found out that interaction among students is one of the single most important elements of successful online education. Collaborative engagement motivates learning and promotes a deeper and more critically aware approach to the subject matter. Unfortunately, collaboration is one of the most difficult things to achieve when students are not physically present together. Thus, restructuring course components using new pedagogical approaches, learning activities and tech tools that were new to my students were helping tools to trigger and engage students. For instance using Google forms to assess students' knowledge of their spelling words was an effective quick way.

Another example is using "Nearpod" which allows pupils to answer open-ended questions independently and visualise all answers, then be able to discuss their answers as well as giving constructive feedback to each other. The above examples that worked extremely well with me reflect the great efforts my students are putting to soothe the online learning period. From being punctual, making sure they attend all lessons, submitting all due work to receiving feedback and asking how they can improve, convey their enthusiasm and perseverance. I am proud of my students!!

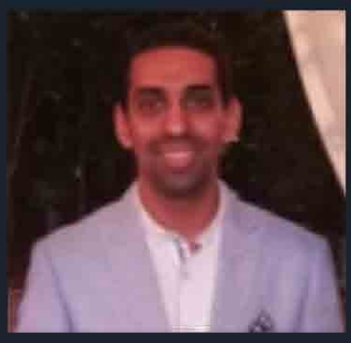
The pandemic has surely caused a change in the usual teaching and learning practices employed in the on-campus classroom environments which can result in facing some unexpected events while teaching. One of the most famous is the internet connection problems. From my side, I always make sure I am ready with a hot spot connection from my phone not allowing my lessons to be interrupted. On the other hand, if the same issue happens with my students, they are advised to watch the part they missed from the recorded lesson or- if it is break time- they stay behind and I recap what they missed.

In conclusion, teachers are doing their best to ensure students receive valuable and engaging educational experiences, regardless of where learning takes place.



Learning in Focus

Ahmed Taha KS3 Physics & General Science



Online tutoring is the innovation, and this innovation is taking the student community in its stride, especially when we talk of the subject of physics. Whether it is an online whiteboard, or remote classes, there are lots of innovations that have changed the manner in which we live and how we move information.

Clearly it has been demonstrated that technology can help to make physics education more relevant, more linked to real life, and more authentic and it can increase the opportunities for investigations by the students. So it really has an added value and not just provides another way of teaching the same information.

During this time I have faced many challenges - The first challenge is the shortage of time, the second challenge is using the variety of ICT technologies to deliver the Physics session and the third challenge is Physics is not a boring subject, but a very interesting subject as it is directly related to matter and its common properties. It is based on observations and calculations. Newton propounded the law of gravity after an observation of falling apples and calculating the distance of earth and moon deriving natural force of gravitation are applicable for the both with the same formula of balance of centripetal and centrifugal forces.

If students are made efficient to read the observations and to make sound calculations, physics turns into a magic subject and it becomes very interesting. The fourth is the connectivity across large areas while setting the ICT devices and the fifth is the content laden curriculum which does not allow for some practical activities to be performed while we focus on covering the syllabus.

Some of the advantages and disadvantages I have discovered of teaching online physics are as follows:

- Learning is essentially a social activity and is enriched by contact, support and collaboration with other learners. It is important to consider how students can use the rich, social and cultural diversity of the online working environment, to enhance their socio-communicative development.

- Students, engaged in online learning, can go forward and greatly on expanding their social, communication and networking horizons. Sharing ideas, experiences, problems and solutions is all part of the learning process. This process of sharing is also central to life-skills and has long-reaching advantages for long-term personal development.

- Some of the students who are capable but are easily distracted seem to perform reasonably well with online learning. This can be attributed to less distraction and they tend not to lose focus. I have tried breaking an hour lesson down to 15minutes with live discussions and teaching and then the remaining 45 minutes is used for independent problem solving.

- The less able students find it more difficult to engage with this format and they work better in a classroom situation. They require more one-to-one attention.

- The other major disadvantage is the inability to conduct experiments.

- One of the points in e-learning by the student, I think, is that the electronic exams are considered major disadvantages, especially for IGCSE students.

As a conclusion do I think that students learn better online or in a classroom?

Despite the rapid growth of online learning, many students say they still prefer the traditional classroom setting.

I am interested in both approaches and I feel confident to say that a lot of students are really progressing well because of their continued application and commitment to the online learning - As a scientist I like to balance my arguments and I would also like to hear from you the answer for this question because I am quite sure there is no correct answer for this question, but I believe that on behalf of my professional colleagues and myself in the BSE we have really done everything as well as possible to battle the issues and concerns and emerge successful.

"Wherever we are, Physics crosses the boundaries of distance..."

Learning in Focus

Sarah Magdy KS3 Maths



Online teaching - The COVID-19 pandemic has triggered new ways of teaching and learning. All educational institutions are looking toward online learning platforms to continue with the process of educating pupils. Currently, pupils are computer oriented or IT savvy, therefore they use tools that they understand and have access to, they are introduced to the world via mobile phones, internet, video-games, YouTube, applications…etc. and the ways that they interact with technology may be changing ways of learning and the production of knowledge.

Engagement and motivation are interesting benefits of the use of digital technology for educational purposes.

As with most teaching and learning methods/strategies, online learning also has its own set of added value and challenges.
The added value I believe is as follows -

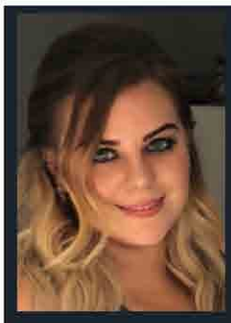
- Minimal class distractions, no toilets to go to, those who attend are usually the ones interested therefore they neither distract nor get distracted by others, even the pupils who used to make some class distractions to be popular and spotted, are doing well in online classes.
- Respect for turn taking, e.g., during class, many of the pupils speak out loud without thinking (to answer/or ask a question, while in online lessons they do respect turns very well. In addition, this makes every pupil alert and ready to be requested to answer any question at any time during the whole lesson.
- It is very effective for the serious hard-working pupils; these pupils are taking their chance to concentrate more in a quiet lesson environment. Moreover, it is also more effective with lower ability pupils and pupils who get distracted easily, because it serves like one-on-one teaching, so they can achieve a higher level of learning and understanding.
- The chat area serves very well for those pupils who are shy to speak out loud in front of others, it gives them a way out to write rather than speak for their misconceptions/comments.
- No waste of resources like printing papers, and this enhances having a paperless environment compared to physical learning, as all the study materials are available online. As well as the low use of electricity and the facilities of the school's campus.
- Resources are more organized online, the platforms that many schools are using are well organized user friendly where pupils can easily access their online resources and digital books, also because of the auto-correction feature, it allows pupils to know their mistakes once they finish their assignments (but the teacher's feedback is very important as well).
- Pupils are forced to be more organized, they don't: "forget their homework at home", "forget their geometry set at home" etc.
- Recorded lessons are very important and effective for those pupils who for different reasons can't attend the live sessions in time/attend in campus, then they can watch the recorded lessons any time. It is also an added value for these pupils who need to go back and listen/watch the lesson a second or third or as many times as they need

The main challenges I have experienced are as follows:

- It increases screen time for pupils which may have several negative impacts on the eyes, brain, back posture, which is also the concern of many parents, and this may have a bad impact on the pupils' focusing level. Therefore, more breaks during the school day would be a possible solution to minimize this problem.
- Moreover, some of the pupils may be distracted by using other online sites/games during the time of their running lessons. It is important that teachers keep their online lessons engaging and interactive as much as they can.
- For these pupils who are neglected at home or who are irresponsible, it doesn't serve them well because it is very challenging and sometimes purely impossible to reach them or their parents, this is manifest in their attendance records.
- Also, some of the pupils just attend and are not responding nor participating at all.
- Pupils should learn to be more independent, especially at an older age.
- Social skills: eye-contact, social interactions are minimized, therefore can have a very negative effect on their social skills and can enhance self-isolation and introversion.
- In addition, social interactions are very important for teachers to observe and have the chance to address pupils' social skills (praise the good skills, guide and advise to develop better skills), emotional and mental well-being, bullying issues etc. so that the school can interfere to help those pupils.
- For pupils younger than 7-8 years and working parents, online teaching is very challenging if not pure impossible because they can never be responsible for their own learning.
- Unfair assessments, some of the pupils open other tabs to search for answers while they are making their assessments Despite that some platforms are offering features to prevent this problem from happening; by freezing the pupils' device from opening any other application while the assessment is running. Some of the pupils find other ways out e.g., use other devices to contact with their friends and share with each other the answers for their online assessments.
- Overall, being in the second academic year of distance learning, pupils started this academic at a much lower academic level than what they would usually start at. As teachers we had to go through all topics that were covered online last year. So online learning requires parents to work hand in-hand with the school by supervising their children throughout this journey.

Learning in Focus

Kelly Bateman - KS3 English



For those of you to whom my face isn't so familiar, I'm Kelly Bateman (Ms. Kelly to students) part of the KS3 English team; I recently joined the school in September 2020, and currently teach English to Year 8.

As a new member of the BSE team, I was unsure what to expect during such unprecedented times within the education sector. But overall, I couldn't have hoped for a better start.

During my induction period this August, all new teaching staff were warmly welcomed and introduced to our respective departments. Naturally, September was an exciting time when students started the year, in person.

The energy in the classrooms and playground was electric. Even behind the masks, it was clear to see the smiles on student's faces when they recognised their dearly-missed teachers. It was heart-warming to see the friendship bonds between pupils' reform; as well as hearing their stories of how they had spent their time since February. This excited start, after such a long break, lasted well into October and past half term. I soon learned that the level of energy at the BSE far surpassed that of any other school I've been part of.

As the end of the first term approached, there was a collective sigh of relief amongst staff as we reflected on how smoothly it had gone; and hoped term 2 would follow in that same direction. However, shortly after, we learned that Term 2 would begin online, and the uncertainty about 'for how long this time' caused unease among teachers and students alike. After such a good start, how would 'going online' affect students' progress for a second consecutive year?

I needn't have worried, as my students have conducted themselves excellently and produced some of their most creative work to date; find some examples below.

In 2019, we could stay up all night,
In 2020, we have a curfew right?
I used to laugh and see my friends each day,
Now we must stay six feet away.

I used to see people and give high fives,
Now before I do that I must sanitise,
I used to pray for an even better day,
Now, I pray that all of this will go away.

'Homeless'

Despite the cold and all my fear
I always try to hold back my tears
While sleeping on the cold and rocky cement
All I ever wanted was just one cent.

I watch every peaceful sunrise
Wishing and hoping that my dream will fly.
I see you on the street feeling pity for you,
I go inside and pray for you.

Everyday people ignore your talent,
While I try at home and say I can't.
Your grateful for money and not tea,
Wait, am I awake or was that just a dream?

Above by Judy Ahmed 8E

The Pandemic

During 2019, we didn't know what lay ahead of us,
We could go out with our friends and not worry about a deadly virus.
We could make plans and have lots of fun,
We could go to the beach and relax in the sun.
Then came 2020, it was a horrendous nightmare,
We had to wear masks, we couldn't get fresh air.
It started in March, we thought it'd be gone
by April at least, but wow, I was wrong.

Above by Hanya Niazi Y8E

What has been extremely reassuring, as a new member of staff, is the adaptability and preparedness management have acted with throughout Phase 2 and 3 of the pandemic. It's clear that safety of staff and pupils is a priority. Overall, I couldn't be happier at the BSE and am truly optimistic about the rest of the year.

Thank you to the English team - and the lovely BSEians - for welcoming me on board.

KS3 – Art & Design News

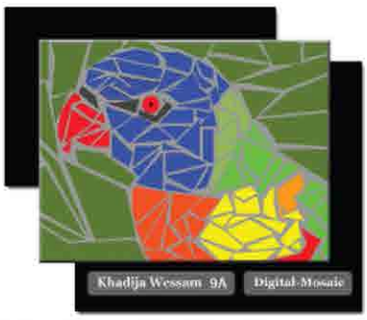
When The BSE switched to phase 3 it was an opportunity to introduce KS3 to Digital Art. The students showed amazing progress, interest and engagement. Digital Art is a modern way of design applied through technological devices. The KS3 students created their digital designs on Google Drawings platform, it is a simple design program which allows all users to gain an understanding of the basics of digital design and digital art. Google Drawing is a ready-installed app. Which comes with the Google Chrome set, it's available for almost everyone. The students learned how to transfer a normal image into digital-mosaic artwork, they also got a wider view about how the mosaic art work is created in real life. The students also learned about 'how to' adjust any image - through colours, size, transparency, position and direction- so they can use it in their design. We will be working on plenty more the next coming period.

"You can't use up creativity. The more you use, the more you have." - Maya Angelou

Digital art can never replace traditional art, moreover, digital art is just a tool or media to present modern art techniques that would fit with the world's innovation. The BSE is creating a new generation of Artists who are going to rock the digital media, just give them the tools and see.

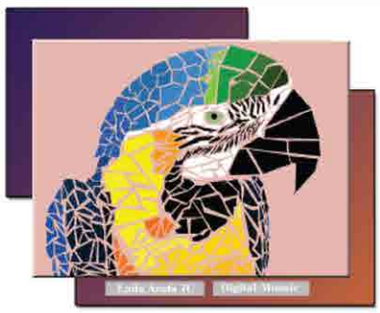
Samples of KS3's students' artwork during the virtual art lessons:











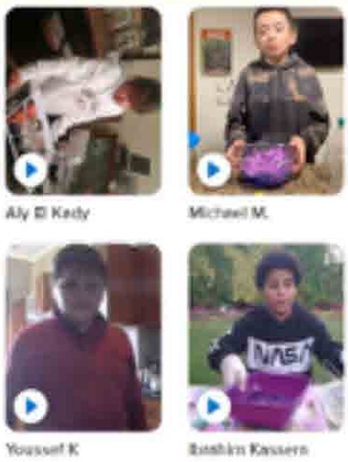


KS3 Science Deparment News

Students have been busy adapting to their online classes. It has been a challenging time for everyone but we are proud of the effort done by most students and their commitment to their science classes.Teachers have been working hard to engage the students with a variety of activities while making use of many technology tools.

Year 7 students conducted some home experiments on the chemistry topic "Acids and bases". They prepared a home made indicator using red cabbage. They were able to observe the colour changes of different solutions based on their acidity. They tested different substances including lemon juice, baking powder, bleach, laundry detergents and vinegar. What brought excitement is that they recorded and uploaded their videos on Flipgrid and shared their experiments with their colleagues in a way that integrates science with technology. Flipgrid is a website science teachers use to create "grids" to facilitate video discussions. Teachers and their students can post video responses that appear in a tiled grid display.





Moreover, students have been interacting with their teachers using Nearpod that is a student engagement platform that facilitates students' participation in lessons in interactive learning experiences including interactive lessons,videos and formative assessments.

Year 9 students are preparing themselves for their Mock exams. We have been working hard practicing exam style questions along with continuing our topics. We encourage the students to practice more and revise using the resources and the recorded videos uploaded on their google classroom.

Learning in Focus

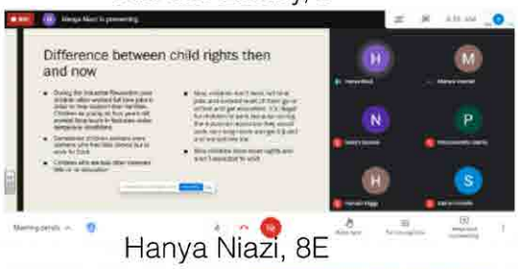
KS3 Humanities Department News

This half term we started building knowledge and understanding of different historical events in KS3, while developing historical key concepts and skills.

Year 7 pupils were introduced to chronological understanding. They were able to put historical events in the right order, link together the events of the past and comment on how they effect today. They have started learning about the Normans and Medieval Britain. Through interpreting the Bayeux Tapestry, our pupils developed an awareness of the different types of resources; primary and secondary through which we learn information in history. Moreover, they were able to highlight the causes of an event in history and link them together, to show the consequences of the differing events, using the sources to back up their ideas, understanding the cause and consequence concept, through learning about The Magna Carta (latin for the great charter - 1215) that paved the way to democracy in England and around the globe. Pupils are currently working on The Magna Carta project where they will present and showcase their achievements soon.

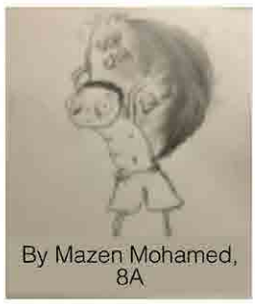


Mariam Elkady, 8



Hanya Niazi, 8E

Year 8 pupils have been learning about The Industrial Revolution. Through which the developed a deep understanding of the change and continuity concept, identifying that some things have changed and give reasons for this change, show how things have remained the same and also give reasons for this. Pupils are now familiar with the tough working and living conditions men, women and children in Britain faced in order to afford their living. Understanding the changes that people witnessed enabled the pupils to consider the reasons behind the spread of different diseases at that time; especially Cholera. Pupils were successfully able to reflect their understanding by creating PowerPoint presentations which they had a chance to in lessons.



By Mazen Mohamed, 8A

KS3 Maths Department News

For a 10 day period in February, pupils from The BSE competed with other students around the world in other COBIS schools for the chance to be crowned the ultimate Maths Champion. Our students were very excited to take part and impressed with the range of activities, it created a sense of enthusiasm for Mathematics within our school which inspires them to do well in mathematics just like sports competitions can encourage physical fitness.



The COBIS Mangahigh Maths Challenge is an online competition for 5-16 year olds. It is designed to engage students with maths through a games-based learning approach. Using the Mangahigh online platform, students complete maths activities to score individual points, which in turn contributes to their school's tally.

We would like to congratulate and celebrate our students' success for earning the highest points across KS3 in the competition.

Moustafa Awad – Year 8
Ibrahim Anis – Year 8
Farid Rizkallah – Year 8



Congratulations

Learning in Focus

News from the Pastoral & Behaviour Department News

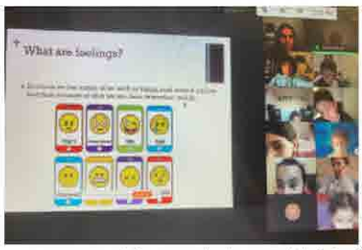
During our Distance Learning provision, we have celebrated Mental Health Week by conducting Live workshops across all Key Stages with our valued School Counselors. Moreover, we have conducted prerecorded workshops for Key Stage 3, three times a week which have been sent to your child's BSE email inbox.
The topics we covered this half term for prerecorded workshops included:

- Coping strategies for quarantine
- Dealing with social isolation
- Resilience
- Self-awareness
- Gratitude
- Anger management
- Emotional regulation
- Assertiveness
- Positive thinking
- Managing anxiety & anxiety in times of uncertainty



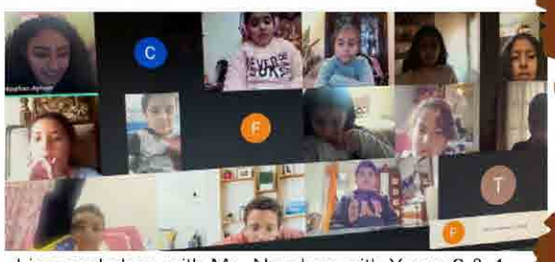
The topics we covered for live workshops for the Primary School Mental Health Week included:
- Self care and being kind to ourselves
- Positive thinking
- Our feelings and emotions

The topics we covered for live workshops for Key Stage 3's Mental Health Week included:
- Self care
- Mindfulness
- What is Mental Health & the Stigma of Mental Health





Live workshop with Mr. Sherif with Years 1 & 2



Live workshop with Ms. Nourhan with Years 3 & 4

For our return back to campus, we will be conducting prerecorded workshops every Tuesday for Key Stage 3 students this half-term. The workshops will be sent to your child's email inbox.

The topics we will include:

- *It's okay to cry (emotional expression)*
- *The impact of our surroundings on us*
- *Self-esteem*
- *Empathy*
- *Coping with stress*



Live workshop with Ms. Habiba with KS3 students

Furthermore, we would like to take this opportunity to share some advice regarding Child Anxiety during challenging times.



Many children and teens are dealing with anxiety and it is completely normal to feel anxious during difficult times. In fact, anxiety is an important emotion which alerts us when we are in danger. However, facing anxiety on a regular basis can do more harm than good.

What are some ways to help ease the current situation on your child/teen?

- Allow your child to express themselves. They can do this through talking, writing about their feelings or through expressive art.

- Snooze the news! It's okay to take a break from news channels or scroll down news on social media platforms related to the pandemic.

- It is important for your child to stay in contact with others, for their social development. Children and teens can stay connected to others using various platforms. Examples include Whatsapp, Zoom and more. Meeting friends outdoors, with the use of masks and remembering to keep a safe distance of 2 meters could help ease the current situation.

- Focus on what you can control. We can control our hygienic measures, such as washing our hands and wearing our mask. We cannot control if others do the same.

- Practice sports! Sports are the most underutilized anti-anxiety and anti-depression method. Yoga has been found to be calming and relaxing, in addition are breathing exercises.

- Gratitude training is also beneficial. Your child can discuss the things they are thankful for on a daily basis. 'I am thankful for having a loving family who help me during these difficult times'.

- Your child needs to identify their emotional state. The first step one needs to do to deal with an emotion is to be aware of what it is. If one is aware that they are anxious, they can start to practice self-soothing. Practice 'being in the moment' or mindfulness.

- If the anxiety is interfering with your child's daily tasks, seek help or advice from mental health practitioners. Our school counselors are always available to support you.

Learning in Focus

Excellent Behaviour & Effort (Silver/Gold Awards)

Year 7	Year 8	Year 9
Abdelrahman Nagdi 7A (Gold)	Adam Genedy 8C (Gold)	Abdelrahman Haytham 9B (Gold)
Adam Amgad 7A (Gold)	Adham Karim 8E (Gold)	Abdelrahman Haytham 9B (Silver)
Adham Kandil 7A (Gold)	Ahmed El Mekkawy 8D (Silver)	Adam Tamer 9A (Silver)
Ahmed Mahmoud 7B (Silver)	Ahmed Gasser 8C (Gold)	Adam Tarek Abdelrazik 9C (Gold)
Alia El Boghdady 7A (Silver)	Aley El Anany 8A (Silver)	Ahmed Saif Elislam 9C (Gold)
Aliaa Gharib 7A (Gold)	Aley Farouk 8C (Silver)	Ahmed Sherif El Halaby 9C (Gold)
Ali El Ansary 7A (Gold)	Alia Tamer 8C (Gold)	Ali Rashwan 9D (Silver)
Ali Omar 7A (Silver)	Amina Eyada 8D (Gold)	Amina Sherif 9A (Gold)
Aly El Kady 7A (Silver)	Angelina Michael 8E (Silver)	Amira Medhat 9C (Gold)
Farida Elwakeel 7A (Gold)	Bassem Beshto 8F (Gold)	Farida Mohab Safwat 9D (Gold)
Hala Sherif 7B (Gold)	Ezzeldin Labana 8D (Silver)	Farida Mohamed Ismail 9D (Gold)
Hamza Bakry 7B (Gold)	Farah Hatem 8F (Silver)	Habiba Tarek 9A (Gold)
Haneen Omar 7A (Gold)	Farah Sherif 8E (Silver)	Habiba Tawfik 9C (Silver)
Hanna Sherie 7E (Gold)	Fathia Hassan 8B (Silver)	Hamza Sami 9A (Gold)
Haya Karim 7A (Gold)	Gamal Yasser 8F (Gold)	Hamza Yasser 9C (Gold)
Hassan Ahmed Alabraq 7E (Silver)	Gamila Mohamed 8C (Silver)	Hayat Ayman 9C (Gold)
Ibrahim Kassem 7A (Gold)	Gamila Walid 8C (Silver)	Hussein Ahmed Rashwan 9D (Gold)
Ismail Hany Noureldin 7A (Silver)	Habiba Osman 8E (Silver)	Jana Yasser 9B (Gold)
Jana Hossam 7B (Silver)	Hamza Herndan 8B (Gold)	Jomana Mostafa 9B (Gold)
Karim Morsi 7B (Silver)	Hanna Higgy 8E (Gold)	Karim El Dessouky 9D (Gold)
Kerem Papila 7A (Gold)	Hanya Niazi 8E (Gold)	Karma Haytham Farouk 9C (Gold)
Laila Arafa 7C (Silver)	Hassan Karim 8B (Gold)	Khadija Wesam 9A (Gold)
Laila Abdelhamid 7C (Gold)	Abdullah Wael 8B (Gold)	Kiruthik Pranav 9D (Gold)
Laila Ashmawy 7F (Gold)	Hussein Ashraf 8B (Silver)	Layla Hazem 9B (Silver)
Mahmoud Hassan 7B (Silver)	Ibrahim Yasser 8A (Silver)	Malak Abdelazim 9B (Gold)
Mamdouh El Roby 7A (Gold)	Mohamed Hamamsy 8E (Silver)	Mariam Said 9B (Gold)
Mariam El Helw 7C (Silver)	Jasmin Farid 8F (Silver)	Maryam Mohamed Abdelhady 9B (Gold)
Michael Moussa 7A (Gold)	Jamila Farid 8F (Silver)	Mohamed Abdelazim 9D (Gold)
Mohamed Abdelrazek 7A (Gold)	Julia Ahmed 8F (Silver)	Mohamed Ahmed Ibrahim 9C (Gold)
Nour Mohamed 7E (Silver)	Judy Ahmed 8E (Gold)	Mohamed Samy 9A (Gold)
Omar Mohamed Hussein 7E (Gold)	Karim Emad 8F (Gold)	Moira Sherif 9B (Silver)
Omar Nehad 7A (Gold)	Karim Emara 8E (Silver)	Mustafa Ahmed Lotfi 9D (Gold)
Rola Ahmed 7F (Silver)	Lilly Safwat 8F (Gold)	Nadine Akmal 9A (Gold)
Salma Ibrahim 7A (Gold)	Mahmoud Tarek 8C (Gold)	Naya Mahmoud 9D (Silver)
Sandy Zakaria 7F (Gold)s	Malak Amr 8B (Gold)	Norhan Moataz 9A (Gold)
Seif Ayman 7F (Gold)	Malak El Banna 8D (Gold)	Noureldin Mahmoud 9C (Gold)
Seif Metwally 7E (Silver)	Mariam Ahmed 8C (Gold)	Nour Mohamed 9D (Gold)
Selim Yassin 7A (Gold)	Mariam Ayman 8B (Gold)	Nour Sherif 9A (Gold)
Tia El Naggar 7C (Silver)	Miriam George 8F (Silver)	Omar Hassan 9C (Gold)
Yahia Abbas 7C (Silver)	Mazen Hegazy 8A (Gold)	Omar Tamer 9B (Gold)
Yassin ElBanna 7B (Gold)	Mina Hanna 8F (Silver)	Ramy Maged 9A (Silver)
Yassin Ghandour 7B (Gold)	Mona Sherif 8A (Gold)	Ranim Hany 9D (Gold)
Yassin Mohamed 7E (Silver)	Mostafa Awad 8C (Gold)	Wadaa Walid 9B (Gold)
Youssef Karazi 7A (Gold)	Mostafa Hany 8A (Gold)	Yassin Bassel 9A (Silver)
Zaynab Hashem 7F (Gold)	Nadim Samara 8E (Gold)	Yassin Khater 9B (Gold)
Zeina Hosseiny 7B (Silver)	Natalie George 8F (Silver)	Yehia Haitham 9D (Gold)
Zeina Ramadan 7E (Gold)	Natalie Ramzy 8F (Silver)	Youssef Abd El Mageed 9C (Gold)
Zeina Wally 7F (Silver)	Nour Doha 8A (Silver)	Youssef Ahmed Sharaf 9C (Gold)
	Nour Eldin Thabet 8F (Silver)	Youssef Hany 9D (Gold)
	Omar El Sayeh 8E (Gold)	Youssef Osama 9C (Gold)
	Omar Nagaty 8C (Silver)	Youssef Sharafeldin 9B (Gold)
	Omar Taha 8A (Silver)	Ziad Ashraf 9D (Gold)
	Patrick Nabil 8F (Silver)	
	Princess Aisha Barola 8E (Gold)	
	Raafat Shabana 8C (Silver)	
	Ramy Mahmoud 8A (Silver)	
	Roba Sherif 8A (Gold)	
	Salma Abdel Latif 8C (Silver)	
	Salma Mostafa 8E (Silver)	
	Selim Shaker 8A (Gold)	
	Shahenaz Alaa 8C (Silver)	
	Tamara Momtaz 8A (Silver)	
	Yahia Abdel Sattar 8C (Gold)	
	Yassin Gamal 8C (Gold)	
	Yassin Hasem 8C (Silver)	
	Yassin Kira 8A (Silver)	
	Youssef El Azab 8A (Silver)	
	Youssef Hassan 8A (Silver)	
	Zainah Zadeh 8A (Gold)	

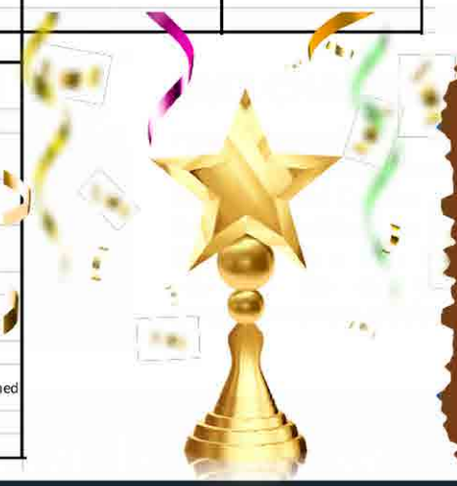
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Amazing Attendance

Year 7A	Year 7B	Year 7C	Year 7D	Year 7E	Year 7F
Abdelrahman El Nagdi Farida Elwakeel	Hamza Amr Bakry	Ismail Ahmed Saad Eldin	Farah Tamer George	Hassan Ahmed Al Abraq	Aya Ahmed Lotfi
Haneen Omar Abdel Shafi	Jana Hossam Barakat	Laila Hicham Arafa	Farida Amr Elsawy	Omar Mohamed Elwakil	Habiba Ahmed Osman
Haya Elkady	Yassin El Banna	Mourad Abdelrazek	Hamza Abou Laban	Ummukursum Yahaya	Hamida Samir
Ibrahim Kassem	Yassin El Ghandour	Tareq Zeyad Abdul Majid	Juddy Sherif El Halaby	Yassin Mohamed Sharafeldin	Laila Ashmawy
Omar Nehad		Tia Tarek El Naggar	Lara Bassem Elgergawy		Laila Sherif Sakr
Mohamed Abdelrazek		Yahia Ahmed Abbas	Lara Sami		Sandy Waleed
Youssef Karazi			Lilly Bassem Elgergawy		Seif Ayman
			Omar El Sherei		Zaynab Hashim
			Rafif Hatem		
			Seif Wael		
			Youssef Abdullah Rabie		

Year 8A	Year 8B	Year 8C	Year 8D	Year 8E	Year 8F
Mazen Mohamed Hegazy	Darin Hany	Y8C	Ali Mohammad El Agaty	Hannah Hamada Higgy	Bassem Ahmed Beshto
Mona Sherif	Malak Amr Aly	Adam Genady	Amina Karim Eyada	Hanya Ahmed Niazi	Dima Ahmed Saad
Mostafa Hany	Mariam Ayman	Ahmed Omar Ezz El Din	Danya Hani Abdul Hamid	Judy Ahmed	Jamila Hesham Farid
Nour Doha	Selim Megahed	Angelina Michael	Farid Adel Rizkallah	Nadim Manaf Samara	Jasmin Hesham Farid
Selim Islam Shaker		Mahmoud El Naggar	Karma El Belaly		Julia Ahmed Zaki Mahmoud
Yassin Yasser Kira		Omar Nagaty	Kevin Sherif Mikhail		Karim El Gebely
Youssef Abdo ElAzab		Shahenaz Alaa	Laila Hussein Shokry		Natalie Ramzi Al Bawy
		Yassin Ahmed Gamal	Leen Ahmed Samir		
		Raafat Shabana	Malak El Banna		
			Mariam Mahmoud Abdel Moghney		
			Mostafa Mohamed Zaky		
			Youssef Ahmed El Aquizy		
			Youssef Ahmed Samir		
			Zeina Omar Ahmed Donia		

Year 9A	Year 9B	Year 9C	Year 9D
Habiba Ahmed El Shahawy	Layla Hazem Hassan Abdel Razek Mohamed	Ahmed Sherif El Halaby	Ali Ahmed Rashwan
Habiba Tarek Ibrahim Adel	Malak Abdel Azim Mohamed	Gina Ahmed Beshto	Farida Mohab Safwat
Hamza Muhammad Samy	Mariam Said Salama Ibrahim Ali	Habiba Tawfik Mokhtar	Hussein Ahmed Rashwan
Khadija Wessam	Moira Sherif Lisi	Hayat Ayman Saadeldin	Kiruthik Pranav Suresh Kumar
Mohamed Samy El Sayed	Omar Tamer El Aidy	Omar Hassan Mostafa Gaafar	Mohamed Abdel Azim Mohamed
Norhan Moataz	Yassin Mohamed Khater	Youssef Ahmed Sharaf	Mustafa Ahmed Lotfi Zaki
Nour Nagaty	Youssef Mohamed Sharafeldin	Youssef Mohamed Yehia Abd El-Mageed	Yehia Haitham M. Galal
Ramy Maged Wahba			Youssef Amr Anwar
			Youssef Hany Fathy Mohamed
			Ziad Ashraf Kabil



Learning in Focus

Contacts for the Pastoral & Behaviour Team:

Mrs. Farah Samir (Pastoral & Behaviour Lead)
farah.samir@bse.edu.eg

Ms. Habiba Abouelmagd (School Counselor)
habiba.abouelmagd@bse.edu.eg

Ms. Nourhan Ayman (School Counselor)
nourhan.ayman@bse.edu.eg

Mr. Sherif Othman (School Counselor)
sherif.othman@bse.edu.eg

Or kindly call our office on 01064872226

Assessments & Learning Development Department

Learning in Focus

Thank you for all your support



We, at the ALDD want to really thank all our parents/guardians for working diligently to facilitate the distance learning process for our children remotely in your home. We understand the enormous responsibility and challenges that Distance Learning placed on parents, guardians, and students as you had to create and juggle time, space, routine, and support for learning at home. We realize that all of our families are experiencing a difficult time and that there are many other needs, in addition to student learning, that are critical as we work through this hard time together.

Together, we have made distance learning successful.

SEN Glossary:

We know that sometimes Schools and other professionals can use terms or phrases that not everyone is aware of. This new feature hopefully sheds some light on some of these:

ADHD:
Attention Deficit Hyperactivity Disorder

ASD:
Autistic spectrum disorder

Non-Verbal Skills:
Skills which do not require spoken or written language but use other ways to communicate, e.g. gesture, facial expression.

International Asperger's Day

International Asperger's Day is celebrated on the 18th of February each year. The day aims to raise awareness about the condition, educate the general population and highlight the challenges people with Asperger's face.



Spotlight on…….. Asperger's Syndrome

What's Asperger Syndrome?
Asperger syndrome (AS), also known as Asperger's, is a developmental disorder that is classified under the broad spectrum of ASD is characterized by significant difficulties in social interaction and nonverbal communication, along with restricted and repetitive patterns of behaviour and interests.

What causes Asperger's Syndrome?
The precise causes of autistic disorders have not been identified, although an inherited (genetic) component is believed to be involved. Supporting this idea is the fact that Asperger's syndrome has been observed to run in families.

Key Characteristics are:

- deficits in social interaction
- deficits in verbal and nonverbal communication, and
- significantly restricted, repetitive patterns of behaviour, interests, or activities

What are some recommendations we could give to the teacher of a child with Asperger Syndrome?

- Keep routines in the classroom clear and consistent
- Give as much advanced notice as possible when you are aware of a change or disruption in the child's schedule
- Children with AS often have an easier time concentrating when they are not making eye contact and forcing them to look at you may actually break their concentration
- Develop a schedule with the child to keep track of homework and other assignments since many children with AS struggle with organization. It may even be helpful to check that the homework has gotten into the child's backpack to ensure that it makes it home
- Be explicit and direct when explaining your own thoughts and feelings. Also use specific language when giving instructions (i.e., "go stand by the door until we leave" instead of "go over there"). Also use concrete language rather than analogies, idioms, metaphors, and sarcasm
- Talk with your other students about the fact that many or most students have challenges and that these challenges are different for different people. Inform other students about children with AS's difficulty reading social situations. If possible, find a few empathetic students to be "buddies" with the child

Helpful Resources:

https://raisingchildren.net.au/autism/therapies-guide
https://www.psych4schools.com.au/free-resources/aspergers-syndrome/
https://www.autismawareness.com.au/resources-01/websites/
https://www.aane.org/topics/adults/resources-for-adults/
https://aspergersvic.org.au/Sources-of-Aspergersinfo

News from Key Stage 4 & 5

Outstanding KS5 Artwork





Demonstrating how students master drawing with different values and applying shading techniques using graphite. Value drawing is used to create an image that feels so real, it is an incredibly versatile tool which when understood and used correctly helps stu dents to promote their ability to recognize edges and understand proportions.

Coloured pencils are powerful tools of creativity that produce brilliant hues with exquisite details as shown in this bird's artwork.

These masterpieces are made by Mostafa Moussa Year 12

Message from the British Qualification Academic Director

I hope you are staying safe during the tough times we are all facing. As you are aware, due to Covid-19 Pandemic and closure of all schools for safety, we were unable to finish our Mock Exams cycle in January. We are pleased to be reopening the campus on Sunday, 28th February and promptly commencing our important Mock Exam Schedule.

We would like to thank our KS4 & 5 team for their effort over the winter holiday in conducting revision classes, both online and on-premises for our AS and AL students.
To minimize our students exposure to pupils outside of our community we hosted the January Exam Session on the BSE campus to keep our pupils as safe as possible, much like did in the November session too.

Distance-Learning News
Since the beginning of the second term, all teaching took place via our online platforms. Students followed their normal timetables so that there was no disruption to their learning and progress. All resources were uploaded regularly on google classroom. Teachers included the recording of many of their lessons so that our studentsv had a useful resource to refer back to if they had any difficulty logging into the lessons when scheduled.

Exams Update:
The school has sent several emails communicating the exam news and updates. We can confirm that the AQA and Edexcel exam boards have cancelled their exams for May/June 2021. We are still waiting for further communication on how our students will be evaluated.
In the meantime, The BSE will conduct internal exams to provide us with as much evidence as possible to ensure the fairness of the grades awarded to students.
Also, as it currently stands, the Cambridge exam board has chosen to run the May/June Exam session as normal. We will work hard to make sure that we host the Exams safely but we will continue to run the mocks and gather as much other evidence as possible should there be any sudden or unexpected changes to the current plans. As ever we will continue to keep you updated as the situation develops.

Wishing the pupils every success in their mock examinations.
Stay Safe,
Magdy Tadros

Thank you!

Learning in Focus