The British School of Egypt

Crossing the boundaries of excellence...

Autumn Half Term Newsletter October 2020

Message from the Executive Principal

A sincere welcome back to all our BSE valued families, it's hard to believe we have already completed the first half-term. During break duty when I talk with students, many of them are feeling extremely happy to be back on campus and more confident with the new systems each day. Although this year looks a little different for all of our BSEians, I am so impressed with their ability to adjust to the 'new normal' and demonstrate resilience each day. Our students have adapted to wearing masks, utilising their technology problem solving skills at home, following sanitation procedures, sticking to their class bubbles and zones and generally working hard to keep our campus as safe as possible!

Our teachers have been working non-stop to find ways to enhance their instruction and ensure engaging lessons are delivered and appropriate progress is made, whilst also fully utilising all of the digital resources available to them. The mid-term vacation is a well-earned opportunity for all our families and staff to enjoy some time to relax and recharge in order to prepare for the demands of the weeks ahead.

I would like to extend a big THANK YOU to all our parents for adapting to Phase Two and also the parents of our pupils who have encountered Distance Learning this half-term. We fully recognize the extra challenges the pandemic has placed on the home for all of us and the additional arrangements that need to be made to cope with any unforeseen circumstances. We are incredibly grateful for your support and understanding, and as ever, we have demonstrated that our commitment to working together is what yields the greatest results.

Parent Teacher Conferences (PTC's) are scheduled for the first week back after half-term and will be conducted via Google Meet. This is a great opportunity for parents to touch base with their child's class teachers and discuss how they have been settling in and progressing with the first half-term of the school year. We will be using a new digital appointment booking system this year to streamline the process and so you are clear on your time slots at the point of booking, we look forward to meeting you online in the first week of November!

Please continue to let the relevant key stage office and School Doctor know if you are keeping your child home sick or if they are experiencing any COVID19 related symptoms. We are working diligently to continue to monitor all wellness related information and continue to keep our campus safe and healthy.

Best wishes,
Mrs. Yasmin Tabram
Executive Principal



Learning in Focus

Message from the Principal

Dear Parents, Pupils and The BSE Community

We have very quickly reached the end of our first half term of the academic year, there is no doubt that for all involved the first few weeks have been challenging, different from before but importantly very rewarding.

The BSE has benefited greatly in the first few weeks from the support that the BSE family has provided, the reopening after a long period of site closure, the changes to the start and end of day arrangements and the adjustments that all students and parents have had to make in the move to Phase 2 has been a challenge - but it is rewarding to report that the school and the community by working together have made the process very smooth.

Within the school the students have adjusted to the new normal, it has not been easy for everyone, and as leadership of the school we have also had to make adjustments and changes as we progress. To see students throughout the school wearing their shields and masks, following the guidance about handwashing and maintaining a safe social distance has reinforced that all at The BSE are making the right decisions at the right time and for the benefit of all. This is a joint effort, and I would like to thank the parents and families for reinforcing the messages we are promoting at school. Knowing that we have a supportive community who appreciate the timely communication and transparent approach to school life is greatly valued.

This year The BSE welcomed many new staff to the teaching teams across the school and for them the added challenges of joining a new school, starting a new job and adjusting to the new restrictions in a new working environment gave added focus for them all during these first few weeks. I can say with confidence that already our new staff have made a positive impact across the school and together with the impressive teaching team we already have at The BSE their efforts, enthusiasm and commitment is very positive for the rest of the year.

I encourage all staff, students and families to enjoy the short break that we now have, take time to rest, recharge and recover and enjoy time with family and friends. I look forward to your return at the start of November revitalised and ready for the rest of the Autumn term. We can consider the start of the year a success - and now we must maintain the momentum we have quickly generated and continue all of our efforts to make the rest of the year just as rewarding and positive..

Kind regards

Tim Hoban
Principal



Learning in Focus

News from EYFS

Learning in Focus

EYFS – Welcome Back and Thank You

We're back! It's the first few weeks of a new academic year! Our campus is once again full of excited children and teachers, eager to start on new learning journeys together. Wow what a journey we are going through, slightly different than the one we usually follow in EYFS but nonetheless challenging for us all, with face shields, washing our hands all the time, learning about social distancing and sanitising…. However, we are back, and we are very happy to be here with all our wonderful Early Years children.

I would like to take this opportunity to thank you all for your support and understanding since we reopened our doors. I believe that working together is the way forward and together we can get through this safely.

Here are some of the fun and exciting things your children have accomplished in our first few weeks of school. Let's share in this joy together.






Pre-F children have settled in amazingly well this year and are eager to start learning new things. They are having fun learning through play in different areas of learning. In literacy they are learning about rhyme and rhythm. In numeracy they are learning to recognise different numbers by singing songs and through using different manipulatives. In phonics they are learning that letters have different sounds and how to form the grapheme "s". In EAD this week they are creating some lovely Halloween displays for our atrium.

F1 children have been doing a great job too. In literacy children enjoyed creating their favourite animals from the story 'Zoo Vet' by sticking different animal features in place to create the animal. They are so cute too. In phonics they have been learning some new phonemes, working hard this week in writing the /t/ sound following the formation rhyme ' down the tower, across the tower. They loved the maths activities for learning about number recognition and were able to count manipulatives to a given number.







In maths, F2 children have been recapping on the concept of patterns. They have enjoyed completing fun activities by using paint. They had to follow the pattern using their fingers as well as picking the correct paint colour. During literacy, the children have enjoyed learning about, themselves in 'All about me' as well as their new topic, 'People who help us'. They have been very engaged in various activities and were able to match community helper cards to their jobs with a little support from the teacher.

News from Year 1

What a 'fish' tastic start to the new academic year, the children in Year 1 have been so busy adapting to the new building, new teachers and new friends, in addition to this they have also been working extremely hard to progress and meet objectives.

In Science, the children started the year by looking closely at plants and the improtance of them, they discussed how plants are alive and grow just like you and me. They investigated and observed how seeds grow by planting their very own pots of cress. They then recorded all of their learning in their Lab Report books. The results were great and the children were amazed by how quickly cress seeds grow.

The children have also been learning maths in very interactive and creative ways. We took advantage of the lovely morning weather and taught the children one more and one less while playing Snakes and Ladders in the garden, it was very exciting. We also gave the children a large group of objects and asked them to sort them in as many ways as possible. When sorting the cubes, the children were able to sort them by colour and by size. It was very impressive!





Overall the children in Year 1 have settled in beautifully and have adapted really well to the new routines and procedures. This year will be a good learning journey for all of the children and all of the teachers. We are very excited to watch the children's progression throughout the year.

News from Year 2

A new school year is upon us and with September comes a new chapter and a reminder that change can be beautiful. Our children have settled in brilliantly and have responded really well to all of the changes we have made due to COVID-19.

This newsletter will provide you with important information about what your child has been learning and give you notice about some exciting projects we have planned for the rest of the autumn term. The Year 2 team are excited to be working in partnership with you to make long-lasting learning memories and to have a great year.

Before revealing some of the amazing things that we have been learning this half term, we would like to say a big thank you for your help and patience coping with all the changes.

What Would You Do? Get Ready to Be Brave!



In Literacy, children were taken to the land of make-believe games and silly monsters; where they met Billy and Ali. Children had fun role-playing and discussing what they would do if they ever encountered a monster! They even wrote letters in the role of Billy thanking Grandma for the beautiful worry dolls. They also enjoyed making their own funny-looking monsters and used adjectives to describe them.

Year 2 will also be learning to use a range of skills for specific reading and writing genres linked to different texts such as narrative, recount, poetry and reports. The text we will be looking at for the second half term will be 'The Grass Hopper'.
In addition to this, all pupils have separate accounts on Bug Club where books are allocated and assigned individually. Reading is a primary focus of the school and Year 2. We are currently targeting readers who need support and increasing the amount of opportunities each child, regardless of ability, gets to read independently and to an adult. To assist us in building a 'love for reading' concept, we are asking that whenever possible to visit your child's account and take part in building their love for reading. Reading will help your child develop in all areas of the curriculum. Your support at home by listening to your child read every night can have the greatest impact on your child's overall achievement.

Let's Count!

This term in Numeracy, our little mathematicians worked on their skills to find patterns to support them in counting. We looked at place value, counting and partitioning. All pupils learnt how to count in 2s, 5s and 10s. We also discovered how to use number facts to help us add by knowing our number bonds to 10 and progress to 20.

The second half term in Numeracy, we will be continuing to develop our amazing addition and subtraction understanding, by challenging ourselves to add/subtract two digit numbers to one digit or a two-digit number.



Learning in Focus

News from Year 2



Around the World!

Throughout the Autumn half-term, our Year 2 children travelled around the world and learnt interesting facts about continents, countries, oceans and seas. Our travellers will continue with developing their research skills including the use of atlases. This will be a focus in our Oceans and Continents Topic. Our explorers can locate Africa and where they are from. The children have already enjoyed learning the '7 Continents' song. Next half term, our brave travellers will visit each continent to learn about their famous countries and some related facts.

Be Responsible.

In an attempt to promote responsibility, Year 2 will be using recycled junk to design and make model robots and monsters using carton boxes. Our responsible little humans are beginning to understand the importance of our resources and how not to be wasteful and be responsible.

How can you help your child?

- Listen to them read each day. When they do their reading, please ask them to answer the questions at the end of the book.
- Ask them questions about what they have read.
- Encourage them to practise their spellings every day.
- Support them in completing their homework.
- Go to your local library to find books about their current topic.
- Provide a named water bottle for them to use in class.

It's been wonderful to have the children back in school. Thank you to everyone for your continued patience, support and understanding as we work together to keep our community safe. We welcome your feedback and staff will be on hand before and after school to answer any queries.

News from Year 3



With the return of our Year 3 children to their BSE home, they brought back life and energy into the classrooms, and it's obvious that this relationship is of a mutual nature. These classrooms create an environment where children feel secure to share their personal stories and show their art and creations. They participate in discussions, share their views and learn to communicate their feelings, which is essential for their emotional growth and well-being.

This was especially clear in the past few weeks during our literacy lessons. We learned about the life of Tutankhamen and looked at clues surrounding his mysterious death. In the process, the children learned the meaning of the word "theory," and they each discussed possible scenarios that could have led to Tutankhamen's death, such as food poisoning, his advisor hitting him on the head (which would explain the mummy's skull crack), a snake charmer hypnotising a snake to bite the pharaoh in his sleep, or simply murder by a banana peel and falling down a flight of stairs! This all concluded with an explanation text report.



Year 3 children also learned during Topic lessons the challenges early humans faced from harsh weather, to hunting and scavenging for food and finding shelters. This helped them understand that societies were mainly able to evolve through perseverance and learning from each other's mistakes. It cemented the belief that there is no success without failure, instead, we should acknowledge our losses and use them as stepping-stones towards success. This type of growth mindset is exactly what the BSE educators wish to instill in each and every child; to embrace "I can't do it yet," rather than "I can't do it."

In Science, children learned how to group food based on its nutrients. This helped them identify the food in their lunch boxes and how it benefits their growing bodies. With a later focus on the skeletal system, the children enjoyed assembling a scrambled human skeletal system and colouring it to prepare them for Halloween season.

In general, we had a very strong and exciting start to our new year. I am confident that with the kind of passion and resilience the children are already showing, we will be able to have a successful academic year together despite all the challenges!

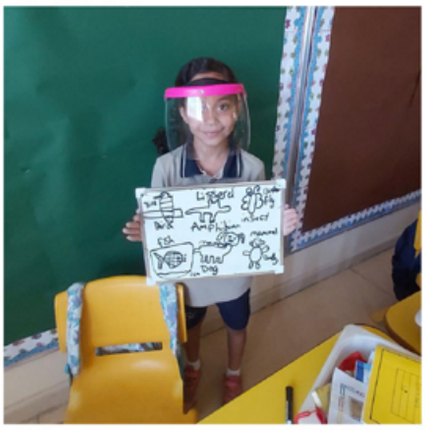
Learning in Focus

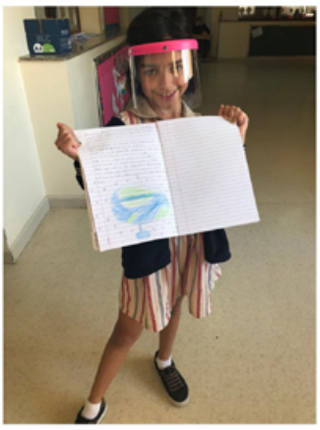
News from Year 4

Year 4 teachers have been so impressed with how sensibly the children have come back to school and how well they have coped with the changes. Our fantastic Year 4 students have continued to settle into their new classes, and it has been wonderful to hear just how hard they are all working.

In Science, the children have been learning about animals and their habitats. We have also been learning how to classify animals into different groups based on their characteristics. The children were so excited to draw pictures of their favourite animals and write which classification they fall under. How artistic!!!They have also gathered information about the physical features of each animal and shared their ideas in a whole-class discussion. This half term, many children have shown their super presentation skills during our science lessons in class. Their inquisitive minds and research skills are reflected in the excellent work they produce.



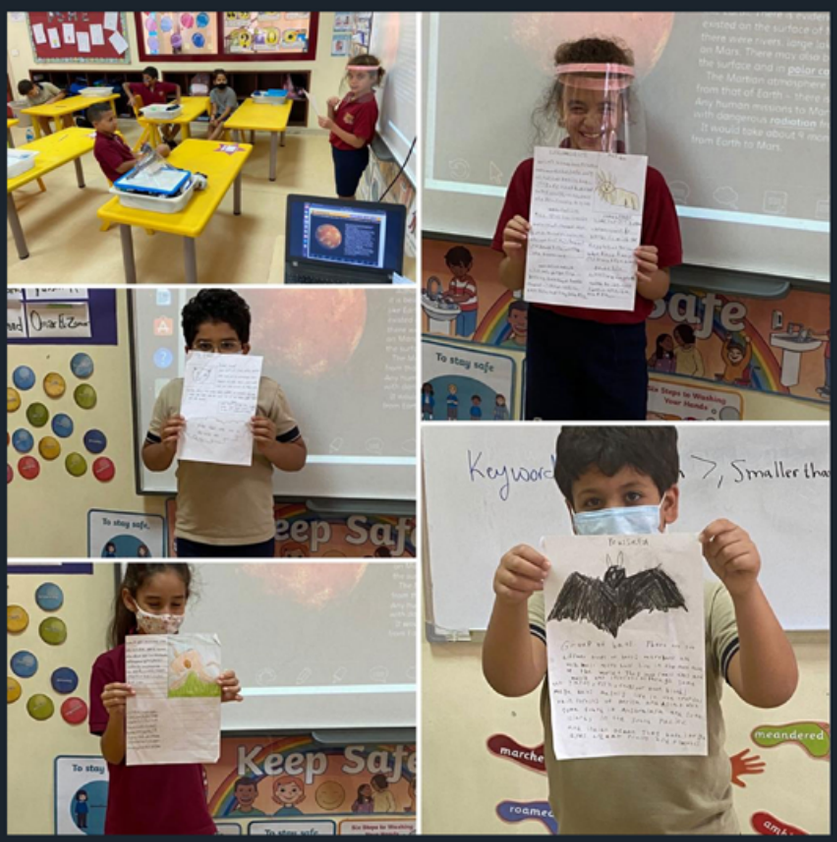




Our diligent children have been introduced to our new, interactive Literacy scheme of work on ActiveLearn which is full of engaging pop-up fact boxes, animations, videos and supplementary texts. They have been presented to an inspiring biography of Neil Armstrong, the first man on the Moon. They worked hard in the past few weeks to find out about the skills, personal qualities and experiences that prepared him for his big moment. Our imaginative children have shown their fanciful skills fantasizing that they are young astronauts with a mission on Mars. They have envisioned the challenges that astronauts would face on their mission to Mars, and the personal qualities which they need to overcome those challenges.

In Geography, our hardworking Year 4 children, learned that the best way to find the location of something is to use an Atlas! They have learned how to use atlases, world maps and globes to identify the seven continents, the United Kingdom and other European countries. They learned about Europe and its features, e.g. the largest country, population, seas and oceans, etc.

Finally, the entire Year 4 team wishes our awesome students a relaxing and refreshing half-term break. We are all looking forward to continue our learning journey together!



Learning in Focus

News from Year 5



The Year 5 corridor has beamed with life since the return of our pupils last month. The evident wealth of knowledge, paired with the remarkable progress our children are making so far leads us to ask only one question: Did these children ever really leave? Flashes of the year 4 curriculum are creeping in again this year, only this time there are more details, more steps to work out and more problems to solve. Our prosperous adventure is now in full swing.

Our literacy skills have been enhanced primarily through the means of poetry thus far. We have understood the value of numbers in literacy, as well as ordering them and rounding them. In addition to working hard to improve our Literacy and Numeracy skills, we are also developing a further understanding of whole-world issues in lessons such as PSHE and Topic. We are all now able to define and discuss the meaning of the term 'wealth' thanks to our eye-opening PSHE lessons.
Who were the Ancient Greeks? Be sure to ask your children, but be warned they are equipped with enough facts and opinions to take up your entire evening!



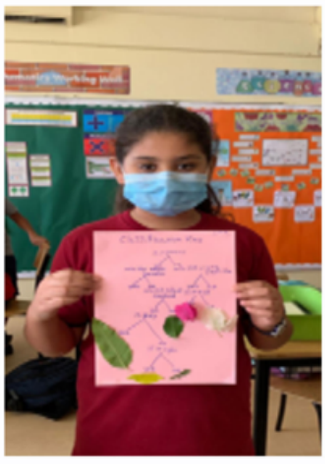
Our scientific focus thus far has been on living things. How exactly do plants reproduce? How do animals continue to exist? After plenty of discussion, we put our words into action. We transitioned to a project-based style of learning to support our understanding of the following question: Can we intervene to ensure asexual reproduction takes place in a plant?

After such a successful start to this academic year, the Year 5 team are truly excited for what lies ahead. Keep doing what you're doing Year 5, you are a pleasure to educate!

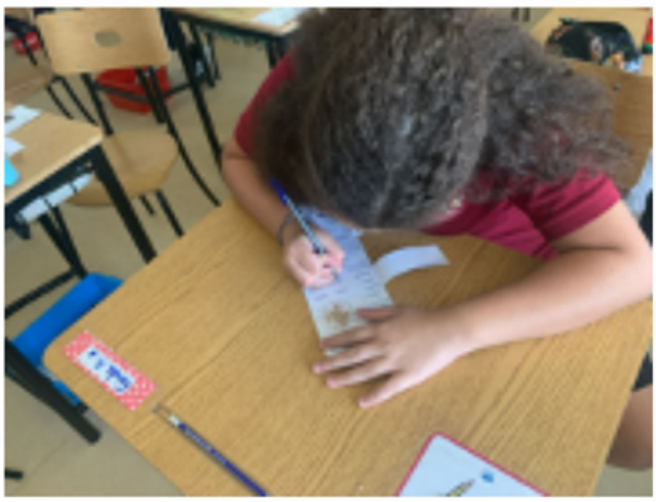
News from Year 6

Year 6 has had a wonderful start this academic year, demonstrating creativity, interest, responsibility and mindfulness.
As we are approaching the end of this half term, it is essential to reflect on the students most crucial lessons and celebrate their success.





Our amazing Year 6 students have been true scientists, demonstrating great enthusiasm and understanding of grouping and classifying different organisms according to their characteristics. They have designed flip-books using different textures for animal body coverings to help them remember the characteristics of different animal groups.



In Literacy, the fiction unit Eye of the Wolf has taken our students on a thrilling journey from Alaska to Africa. The novel, an allegorical story, beautifully filled with unique writing devices has captivated our students' imagination.

The Topic unit, Extreme Earth, has been fascinating our inquisitive students who in turn demonstrated great understanding of extreme weather conditions, volcanoes, tropical storms, tsunamis and earthquakes.
We are all very proud of their achievements and thirst for learning! Year 6, you shine bright!

Learning in Focus

News from the Primary School Subject Coordinators

Primary School - Literacy Department

Thrilling things are happening here at the BSE! Looking back on whirlwind of the first half of our Autumn term, you cannot fail to be impressed with how much your children have achieved and experienced. This whole half-term has gone in the blink of an eye – surely an indication as to how thoroughly exciting it was! As we have successfully settled in, we can now all look forward to a busy, exciting, productive and fulfilled year of learning ahead. Our tremendous Primary students are doing a fantastic job! They are working hard to showcase their reading and writing talent across the whole school.

Wordsmith Scheme of Work

The aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong understanding of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Across KS1 & KS2, we follow the Wordsmith scheme of work published by Pearson. Wordsmith is built around high quality, whole class texts in which the class spend a whole term exploring and enjoying. The texts are carefully chosen and are typically a classic, a story linked to their topic and written by a contemporary children's author. Every single pupil experiences reading and engaging with high quality literature texts. In addition to children's reading, comprehension, grammar, punctuation and technical writing skills are completely embedded into the whole class teaching approach and taught in context of the whole class text.

Take a look below at some of the texts covered this half-term from Year 1 – Year 6:



We have a very exciting reading scheme called 'Bug Club'. It is available for all children in Year 1 – Year 6. Below you will find key information about the scheme and how you can get involved. We hope that you and your child will love these books and enjoy reading them at home.

What is Bug Club?

Bug Club is a finely levelled reading scheme, which ensures that all children are reading books at exactly the right level for them. If you have any queries on how to access or use Bug Club, please email your child's teacher.
Reading a book online

We allocate books to your child according to their reading levels. These books will appear in the 'My Stuff' area of their personal homepages. There are quiz questions for your child to complete. By answering these questions, your child will earn 'ActiveLearn Coins'. By reading more books, your child will earn enough coins to 'buy' a reward in one of the many reward schemes found on the website.
Getting involved as a parent
Look at the book cover and talk about your child's predictions. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is about?

Support your child when unknown words need tackling: you can sound them out, split them into syllables or identify suffixes and prefixes. Have a 'meaning check' every now and again to ensure that your child understands the text.
Ask questions beginning with the words how and why to check that your child has been able to read between the lines.
Share with your child your favourite bits of the story and why. Have them share their best and worst bits of the book and explain why.

Tell Us About Your Favourite Family Holiday!

What did you get up to on the school holidays? The most recent summer holiday might not have been like a normal school holiday for many students thanks to coronavirus restrictions, but it's still fun to remember our past holiday adventures! We want to hear all about the best holiday you have enjoyed with your family in Egypt or abroad — whether it was the last school break or something from a bit longer ago.
Where did you go?
Who did you go with?
What did you do?
What was the best part?
What made it so memorable?
Or is your family planning to take a trip to somewhere soon?
Where are you going?
What are you most looking forward to?



Tell us all about your past or future holiday adventure in 200 words or less at yossra.hamza@bse.edu.eg
Don't forget to include your:

First name

Age

Class

The 5 best entries received by November 15th will be published in the next BSE newsletter!
On behalf of the Primary School, we are very eager to see what the rest of the Autumn term will bring for our young writers. Keep an eye out for the next edition for some of our stellar work across the school! Stay tuned…

Learning in Focus

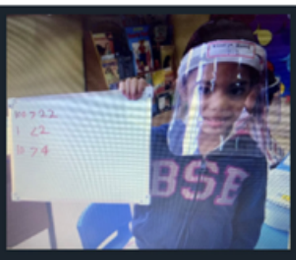
News from the Primary School Subject Coordinators

Primary School – Maths in Focus

At the BSE, we seek to ensure that all children leave with the fundamental skills they need to ensure they are successful in later life. We follow a system of teaching mastery in Numeracy. This means that all children develop a deep and secure understanding of all mathematical skills relative to their age and year group. Children are further stretched from this into activities that deepen their learning and understanding encouraging them to justify and explain. We would like to acknowledge and celebrate all our achievements up until now on Place Values.

Learning in Focus

Year 1





In Numeracy, we have focused on children's ability to recognise, represent and manipulate numbers to 10. Children began by practicing and developing their ability to sort and group objects using different criteria. Then we moved on to counting groups of objects up to 10. Children learnt to recognise and count different representations of numbers to 10 and use a ten frame to help structure the counting and reasoning.

Children have become more confident with counting and they were introduced to the appropriate vocabulary of counting: the word 'digit' and the written names of each number. We have started counting backwards and recognising 'one more' as a number increasing and 'one less' as a number decreasing.
Children have used all these skills to compare and order numbers to 10, using concrete and pictorial representations to support their reasoning. Finally, we have learnt about ordinal numbers and introduced to the number line as a representation of counting one more or one less.

Talk About Numbers Around Us

Numbers are everywhere, and they can tell us all sorts of different things. Some numbers tell us about an amount (for example, 'there are ten sweets in the jar'). Some tell us about position (for example, 'I finished the race in 2nd place'), and some are just labels (for example, 'we are waiting for the number 15 bus').
Talking about how numbers are used in the real world can help your child understand why they are important. For example, you could talk about numbers when you are buying something, or telling the time, or catching a particular bus.

Numeracy Riddle - What is the Number?

This number has 2 digits.

The tens digit is a 3.

The ones digit is smaller than 7 but bigger than 5.

Year 2





In Numeracy, this unit we focused on children's ability to read and understand numbers to 100. They have used their growing understanding of place value to help them sort, compare and order numbers.

Within this unit, children revised their understanding of different representations of numbers and also meet other representations for the first time. They have used these representations to show a number's 'tens' and 'ones' and used this to help them compare and order. Children have used part-whole models and place value grids to show their partitioning of numbers and used these to support their reasoning when comparing and ordering. Finally, the children have begun to develop their ability to count forwards and backwards efficiently in steps of 2, 3, 5, and 10.

Represent Numbers Creatively

Showing numbers in interesting ways really helps your child to understand number and place value. Objects from around the home like buttons, dried pasta shapes, marbles, or pencils are great to practise counting and organising numbers. For example, '32' could be represented by 32 marbles arranged into three groups of ten and two ones.

As well as objects, your child can use drawings, diagrams, or symbols to represent numbers. For example, you could draw 23 stick figures, then draw a circle around each group of ten, with three left outside of the circles. This shows that 23 is made from two tens and three ones.
Try drawing alongside your child, and remember, wacky drawings are more likely to capture their imagination!



Numeracy Riddle - What is the Number?

The number has two digits.

The ones digit is 74 less than 83.

The tens digit is the same as 6 + 3.

News from the Primary School Subject Coordinators

Learning in Focus

Year 3

In Numeracy, this unit was important as it explores 3-digit numbers in depth. For many children, it was the first time they have met these numbers. This work builds on the place value work that they did in Year 2 and they have extended many of the models and images that they have used previously.

Children began with learning how to count in 100s. They have learnt that a 3-digit number is made up of some 100s, 10s and 1s and they were able to represent this in many ways (for example, on a place value grid with counters or in a part-whole model). We have extended the number line to 1,000 and children know where different numbers lie. They have compared and ordered 3-digit numbers as well as count in 50s.





Represent Numbers Using Symbols

Showing numbers in interesting ways really helps your child to understand number and place value. You could try using symbols to represent numbers with your child. For example:
143 could be represented by Δ IIII OOO, where Δ represents 100, I represents 10, and O represents 1.
See if your child come up with their own pictures to represent hundreds, tens, and ones. Then, see if you can figure out what numbers they are writing using their new system. You could then use their system yourself, and see if they can work out which numbers you have written down.

Numeracy Riddle - What is the Number?

The number has three digits.

The tens and ones digit are even numbers.

The tens digit is 1 more than the hundreds digit.

The hundreds digit is 110 – 105.

The ones digit is double 1.

Year 4

In Numeracy, we followed on from the children's learning of place value in Year 3, which introduced children to the concept of counting in 10s, comparing numbers, ordering numbers and using a number line. We continued to use these previously learned skills and apply them when working with 4-digit numbers.

This unit we developed children's understanding of place value and built their confidence in recognising, understanding and representing numbers up to 10,000. Children learnt to round numbers to the nearest 10, 100 and 1,000. They have also used place value grids, counters and cards, and base 10 equipment, to represent their understanding of number and place value. Finally, we learnt how the numbers up to 100 can be represented in Roman numerals.



Learn Roman Numerals

Point out Roman numerals in the modern world, like at the end of some TV programmes or in the introductions of some books. Help your child to understand that our number system has changed over time and that it now includes the concepts of zero and place value. You could investigate with your child why we changed from the Roman numeral system to our current Arabic number system.

Have a Roman numeral challenge. Can your child write the Roman numerals for key numbers, such as the number of the day they were born on, or their age? If your child has already started learning Roman numerals and you don't know them, maybe they can help teach you!



Numeracy Riddle - What is the Number?

The number has four digits.

The number is smaller than 2,000.

The hundreds digit is smaller than 6 but bigger than 4.

The tens digit is an odd number smaller than 7 but bigger than 3.

The ones digit is in the 4 times tables and is bigger than 7 but smaller than 10.

News from the Primary School Subject Coordinators

Year 5

In Numeracy, this unit builds on Year 4 work on numbers within 10,000 to further develop children's sense of number, working with numbers within 100,000. It was essential for children to have a secure understanding of place value in order to estimate, make decisions when calculating and working with measurements. Knowledge of the number line and identifying or estimating points on it were key to work on scales in measurement and statistics.
Children have represented numbers using familiar models such as: Base 10, Place value grids, part-whole model and number lines. They have learnt to round these numbers to the nearest 10, 100, 1,000 and 10,000. Finally, they learnt to read and represent numbers to 10,000 using Roman numerals.

Make Estimates

Being able to make accurate estimates is a valuable skill we use in everyday life. When calculating, encourage your child to use their rounding skills to estimate the answer before calculating precisely. This will help them to check if their answer seems reasonable.
If you are out shopping and you have picked up a few items, ask your child to estimate the total cost of the items. They will need to round the cost of each item to find the estimated total. For example, if you bought items costing £3·82, 82p, £4·10, and £2·45, your child could round each of these items to the nearest pound:
£3·82 to £4 , 82p to £1 , £4·10 to £4 , £2·45 to £2
Your child could then add the rounded amounts of £4, £1, £4, and £2 to find the estimated total of £11. When they calculate precisely and come to £11.19, they can feel fairly confident that their calculation was correct.

Numeracy Riddle - What is the Number?

The number has five digits.

The ten thousands digit is 20 ÷ 10.

The thousands digit is 3 x 3.

The hundreds digit is the thousands digit divided by 1.

The tens digit is half the ten thousands digit.

The ones digit is double the tens digit.

Year 5

In Numeracy, we developed children's understanding of place value and properties of numbers up to 10,000,000. Firstly, children recapped their understanding of place value and properties of numbers to 1,000,000 before investigating the same properties of numbers up to 10,000,000. They have investigated the partitioning of larger numbers and used them in di¬fferent contexts. Following this, children developed their understanding and use of number lines up to 10,000,000 and have plotted numbers on to partially completed number lines.



Having developed their understanding of the properties of numbers up to 10,000,000, children used this to compare and order numbers and to round them to any degree of accuracy up to the nearest 1,000,000. Finally, children have investigated negative numbers, how they compare to positive numbers and their use in contexts.

Talk About Large Numbers and Explore Negative Numbers

In Year 6, your child should be able to use the whole number system, including saying, reading, and writing numbers accurately. Talk about large numbers in the real world, such as house prices, electricity meters, or football transfers. When you see big numbers like these, see if your child can read the number out loud.

Chatting about the numbers we see around us will help your child use numbers in all parts of their daily lives. Point out negative numbers in the real world, such as temperatures on the weather forecast. Vertical number lines, such as those seen on thermometers, can help your child grasp the concept of negative numbers.



Numeracy Riddle - What is the Number?

The number has six digits.

The hundreds digit is half the tens digit.

The hundred thousands digit is the ones digit plus the tens digit.

The ten thousands digit is 1/3 of the tens digit.

The ones digit is 99 divided by 99.

The thousands digit is four less than a dozen.

The tens digit is 10% of the minutes in an hour.

Learning in Focus

News from the Science Department

Learning in Focus

Our Science News is designed to keep you updated with our science news at the BSE, as well as entertain you with some fun facts and experiments. These are the features you will find in the newsletter:

- Questions
- Current Events
- Science Trivia
- Science Activity or Experiment

Question:

Do you know what is the fastest flying insect? (answer at the bottom of the page)

Current Events:

At the BSE, we believe that traditional methods of teaching aren't preparing students for life beyond school. Lectures and direct instruction can be used to convey information to students, but they don't enhance skills like teamwork, problem solving and curiosity that employers are increasingly looking for. "If you just give students answers, they're not going to understand [the science]," Taji Allen-Sanchez explains. "Really, any kid can memorise information, but can they apply it to an actual real-world application?"

In an attempt to foster those necessary skills, at the BSE we use a combination of project-based learning (PBL), and performance assessments to encourage the students to gain a deeper understanding of science. The results so far have been quite promising!

Project-based learning can be a catalyst for transforming science learning, helping students move from asking "what?" to also asking "why?" and "how?". In a traditional classroom, students often focus on memorising facts to pass a test. At the BSE, PBL is being used to encourage scientific inquiry, putting students in the shoes of scientists, and applying authentic reasoning practices—such as experimentation and trial and error—in the classroom. While students still learn facts, they also learn to apply those facts in open-ended projects that they help design.

Lessons Layout:

This year, we are introducing the "4 Es" teaching strategy in our Science lesson, which is comprised of:

Explore: Hands-on activities to deepen understanding.

Explain: Students describe ideas in their own words.

Elaborate: Ideas are applied to a broader context.

Evaluate: Students provide a rich picture of their understanding.

News from Year 5 Science:

Our wonderful year 5 students have been fantastic and learned with great enthusiasm changes and reproduction by:

- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from inquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

They have also enjoyed creating experiments to observe vegetative reproduction. We observed how new plants grow from potatoes. To do this we placed potatoes in plastic cups with water using toothpicks to hold them. We changed the water often and after some time observed how roots and stems began to grow.



Science news from around the Primary School!

As we approach the end of this half term, it is essential to reflect on the students' most crucial lessons and take a closer look at their achievements. Here are some exciting news from different year groups around the Primary School!

Science in Year One:



Our children learned how to identify plants. This was achieved by asking simple questions and where the children recognized that they can be answered in different ways:

- Observing closely, using simple equipment.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.



Year 4 Science News:

Our children in Year 4 have been learning about different animals and their habitats. They have learned how to identify habitats, as well as consider why their conditions are important for the animals living in them. They used their own words to describe and explore local habitats.

Year 6 Science News:



Our amazing Year 6 students have gotten very creative in grouping and classifying different organisms according to some of their characteristics. They have demonstrated their understanding through creating flip-books using different textures for animal body coverings to help them remember the characteristics of different animal groups. They have also generated their own classification key to classify some plants.

Science Trivia:

Peanuts are upside down nuts! Nuts are really the seeds of a plant. Seeds normally grow toward the sun. The peanut's seed pod instead of growing upward toward the sun grows downward into the soil where it ripens underground.

Answer to Our Question:

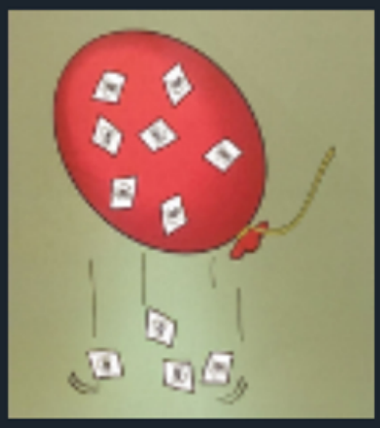
The dragonfly is the fastest insect. It can fly more than 30 miles per hour. It beats its wings between 25 and 40 times per second as it travels through the air.

News from the Science Department

Fun Science Experiment:

WHAT TO DO?

1) Tear or cut a pile of tiny pieces of paper
2) Draw a spider on each piece
3) Blow up your balloon
4) Rub the balloon on your jumper and hold it just above the spiders. Watch how they jump and stick to the balloon!



HOW IT WORKS

The balloon gets charged with static electricity when you rub it on your jumper. The static electricity attracts the paper and makes the spiders jump as they stick to the balloon.

News from the PE Department

A big shout-out to all the students who made the best of the new PE safety guidelines that have limited us from engaging in some of the more traditional team activities. The positive attitude of many of you and your willingness to adapt during our return was greatly appreciated by the PE teachers.

As we transition to hybrid-online learning we are adopting a unique approach of personalising your PE experience. The department has started uploading weekly challenges aimed at keeping you active and involved. Make sure you watch Coach Bebo and the rest of the team display their hidden talents in the videos. House Points are on offer for those that send us video clips of their challenge attempts with prizes are up for grabs for those pupils who climb both their Class and Year Group points ladders – Remember, you've got to be in it to win it!

We welcome your feedback and ideas – please send us any suggestions you have for new challenges and if your suggestion is interesting, challenging, funny, fun or amazing we will include it in one of our weekly challenge updates. The successful suggestion will of course generate bonus House Points.

Included in your PE area of Google Classroom you will also find Fitness Exercises that we would love you to try out, by yourself or even better with your family. Always remember that being active is great for your physical, mental and intellectual health.

We hope you will make an effort to join us online and truly be part of the BSE effort to be SAFE, HEALTHY and FIT.



Just keep moving!!

The PE Department

Learning in Focus

From the French Department

Learning in Focus

French department induction: A department French language training has been held from 30/08 to 1/09 about using different teaching strategies in the FLE Classroom (= French as a foreign language classroom)





Google Classroom induction: A Google Classroom induction has been led by Mr. Taha, the BSE IT manager to train the French specialists on how to use the app.





ALDD meeting: The French department met with the ALDD to discuss the different needs of the JS pupils and how to adapt teaching to meet their needs.



Year 1: Y1 pupils have been learning to identify and name colours in French throughout an activity on the smart board. We were impressed by their ability to match each colour with its corresponding name in French.

Year 4:

Distance learning with 4E: The children have been learning to name the school objects in French and identify their gender. They were determined to show what they have learned by drawing the school objects and labeling them in French.

4F pupils have been interactive and engaged during their French lesson. They start shining in French conversations by replying to the teacher's verbal questions about school objects and their colours.





Year 6:

6A pupils have been working hard learning how to construct a sentence using the verb "être" (= to be). We were so impressed with the neatness and the accuracy of the puzzles they created and matched together in order to make a correct sentence with the verb "être".

Y9: 9B pupils have been studying European countries, their capitals and their nationalities. They have been working hard in naming the countries and their capitals in French. They were also working on identifying the nationality adjectives and their agreement with the subject.

Year 10:

Samples of written work of Y10 pupils: Y10 pupils have been working hard on improving their writing skills. We were impressed by their ability to develop the content of what they have read, seen or heard. Their spelling and grammar are generally accurate.

Art

Learning in Focus

Lower Primary Art (KS1)



The amazing children of the BSE were off to a great start this half-term! The students have been learning how to draw and colour like true artists!

We started off by revising the names of common shapes, and learnt new lines that we will start to use regularly. We also created pictures of animals in their natural landscapes using the letters n, o, w, c, m, b and d, and shapes like oval, circle, triangle, square and rectangle.

A new idea was introduced called the horizon, which is the imaginary line that separates the sky from the earth. The horizon line will help us to understand perspectives when it's introduced in the future.

The four steps for success for colouring are being learnt so that we can see for ourselves how good our own work is and how to make improvements. Young students are encouraged to use colouring pencils rather than markers as markers cannot be erased when mistakes are made.

Pencils give us more control of the depth of colour and help us to learn about colour value and how to blend colours effectively. We included the horizon line, where the the sky meets the earth. Texture dots were added to the crabs body showing the lumps and bumps we can see and feel. A shadow was introduced under the crabs body and legs to show more definition of 3D.

In Year 3, we have been reaching for the stars learning sketching technique. This is a different way of drawing used for planning that all artists use.

The sketching technique is not taught until KS 2, as younger students are still establishing their pencil grip for neat writing and sketching requires and alternative way of using the pencil.



We learnt the three steps for success for good sketching.

1. Only you or your neighbour can see your sketch.
2. You can erase it with one stroke of the eraser.
3. Hold your pencil about half way back so that we can sketch quick and light.

Drawing light until we get it right helps us make improvements to our work as we plan and then confirm the correct lines.

Upper Primary Art (KS2)



Pupils develop their creativity and imagination through complex activities. These help the children to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. Children become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

The children's knowledge and understandings came to life in the art projects that they have worked on this past half-term. All their learning about visual and tactile elements, including color, pattern and texture, line and tone, shape, form and space, and how these elements can be combined and organised together were clear in their artwork.

- Their names were designed in a heart shape surrounded by different patterns.
- The meaning of landscape portrayed using lines and patterns.

Every student started drawing and designing different patterns and lines in their sketchbooks to be a good reference for them in their next art projects. Check out some of our young artists' fabulous work!





Latest News from the Performing Arts Department

Over the course of this term our amazing Drama students learned more about the world of theatre and participated in many performance pieces within the classroom including monologues, duet scenes and group scenes.

Classes focus on learning theatre terminology and characterization, basic improvisation, and performances.

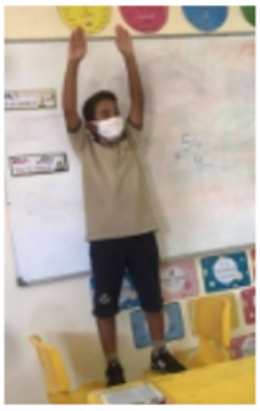
Drama skills not only build confidence as an actor, but also improve communication, promote physical awareness, relieve stress, develop friendships and encourage empathy.

Here are some photos of our wonderful pupils performing their own improvised scenes and monologues! We are doing our best to allow students to meet and have fun in person while still following proper safety protocols.

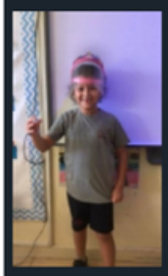
Year 1 & 2 Performing Monologues:

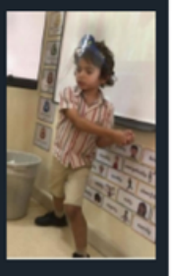
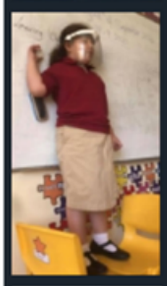




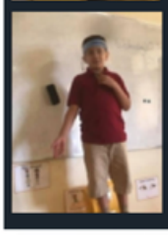
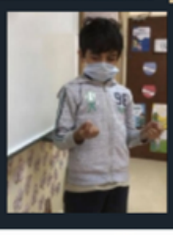



Year 3 Performing Monologues:





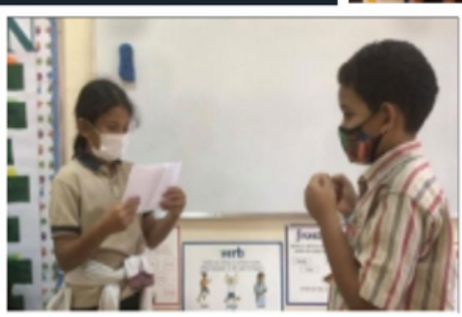




Years 4 & 5 Performing Monologues and Sketches:





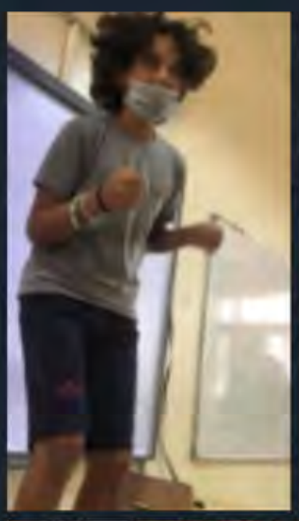

As Drama is such a collaborative art form, these experiences with others are sure to become rich memories for decades.

Learning in Focus

Latest News from the Performing Arts Department

Year 6 Performing Monologues and Sketches:

We love creating things , exploring possibilities and we also enjoy sharing our experiences in Drama with others through dramatizing our own stories and those written by other people.











Learning in Focus

THE MAGIC OF COMPUTER SCIENCE

A little bit of magic is coming to the British School of Egypt, when more than 250 students across KS2 will be able to create their own games, websites and writing codes.

At the BSE, we are using Scratch as an introduction to visual programming. Programming continues to be a great success bringing an increased challenge to the curriculum. Once introduced to the key concepts of starting their programming world, adding objects and methods, students can 'play' with the software, needing little guidance and demonstrating to each other the skills they learn.

In future lessons, Year 4 students can develop simple animations, starting with a storyboard to enable them to plan the process by using conditional loops, arrays and variables by using Scratch.

The internet is such an important part of everybody's lives these days that it's never too early to start learning web development (Google sites). In these carefully structured lessons, we will go through the process of building a simple website. Year 5 Students will enjoy learning all about web design throughout term 1!



Coding is basic literacy in the digital age, and it is important for students to understand and be able to work with and understand the technology around them. Year 6 will learn coding (logo language and python) to prepare them for the future. Coding helps students with communication, creativity, math, writing, and confidence.

Music Department

In Music this half-term Year 1 focused on listening and responding to a variety of Disney's most popular songs. We used our voices to sing expressively along with the music elements of the songs! Our amazing Year 1 children were able to recognise the musical instruments' families and sounds by watching and interacting in many different games, and were able to show off their outstanding talents by creating homemade percussion instruments using recycled materials.



Through the Elements of Music Song Year 2 also learned the fundamentals of music. This was our main focus with our wonderful KS1 children this term. Year 2 children also worked hard this half-term on fine-tuning their artistic skills! Through listening and understanding a range of musical instruments, learning their differences and their importance in the Orchestra, and creating their own handmade instruments by using recycled materials, children were able to demonstrate their learning this half-term.

After a refresh with pupils on the fundamentals of music, Key Stage 2 children embarked on a journey of musical discovery. This half-term, the children have started to listen to high quality compositions with attention to details, and recalling sounds with increasing aural memory. They have also learned to select and combine sounds to create a piece of music using handmade musical instruments.

The transition to hybrid online learning has been a positive one and we encourage our pupils to engage with the rich selection of resources and activities that are being posted on Google Classroom to extend musical learning beyond the classroom.



Learning in Focus

School Counsellors

The school counselors have been primarily focused on ensuring the well-being and maintaining the safety and happiness of our BSE children at school. Whilst the core of their duties is counseling students on an individual basis, there are a myriad of activities that counselors run at school including, but not limited to, organizing and implementing well-being campaigns, conducting class observations, attending parent meetings and staff meetings. We are also equipped to deliver counseling online, if necessary, as was the case during Distance Learning at the end of the last academic year.

The needs of students are wide and varied and can include working with students on anger management, self-esteem issues, or social skills training. No 'one size fits all' approach is applied since we believe each and every single student is unique, and each have a different history, set of circumstances and character.

For the remainder of Term One, we plan to run another anti-bullying campaign since anti-bullying week is in November. We are also excited to be offering a workshop for students which is designed to encourage self-expression whenever they are distressed about any issue so we can find positive ways to find solutions.

Spotlight on the ALDD…

In the Assessment, Learning and Development Department we are proud of our 'open door' policy and the nurturing qualities that are at the heart of our school. Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching. As we recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND), the ALDD produces an IEP that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process. This program is provided in and out of class by professional support teachers. We are happy to introduce our new Talk Boost intervention program, specially tailored for our EAL new BSEians members, to boost their language and communication skills.

As the new school year is now well under way and our children have settled into their new classes, if you feel that your child needs extra help with their school work or wellbeing, here are some examples of the concerns that you may have about your child

- Difficultes with reading, writing, spelling or mathematics work
- Medical or health problem
- Emotional or behavioural problems
- Problem with sight, hearing or speech
- Physical disability

These are just examples. Your child may have more general difficulties with schoolwork. It can seem quite scary and daunting to admit to ourselves as parents that our children may have additional needs, but the sooner we are aware of problems, the sooner we can deal with them. Please do not hesitate to seek help and reassurance from the ALDD, even if you feel that the issue may be quite trivial. We are more than happy to share your worries, and will treat any issues that you bring to our attention in the strictest of confidence.
Helpful contacts:

ALDD
nivert.rizkallah@bse.edu.eg

Pastoral and Behaviour Lead
farah.samir@bse.edu.eg

Clinic
clinic@bse.edu.eg

Learning in Focus

ICT DEPARTMENT

As the whole world is going online due to COVID-19 circumstances, our ICT department at the BSE, started the year by introducing the foundation of Web Development to give our pupils an essential tool that will definitely make a huge difference in what they can achieve. AfterAAA explaining the basics of HTML, CSS and JavaScript, we introduced them to using the website builders that allow them to easily create amazing websites in the shortest time possible. Students will be able to practice creating websites throughout the year by using it in their projects in all subjects instead of just creating normal slideshows.

Once our pupils get familiar with creating websites, we will start expanding their Computer Programming skills. Even though the British curriculum is based on Microsoft Technologies, this year, we will be using an online platform to practice programming in order to make sure that every single student can easily practice and gain the desired skills even if they do not have access to a Windows PC.

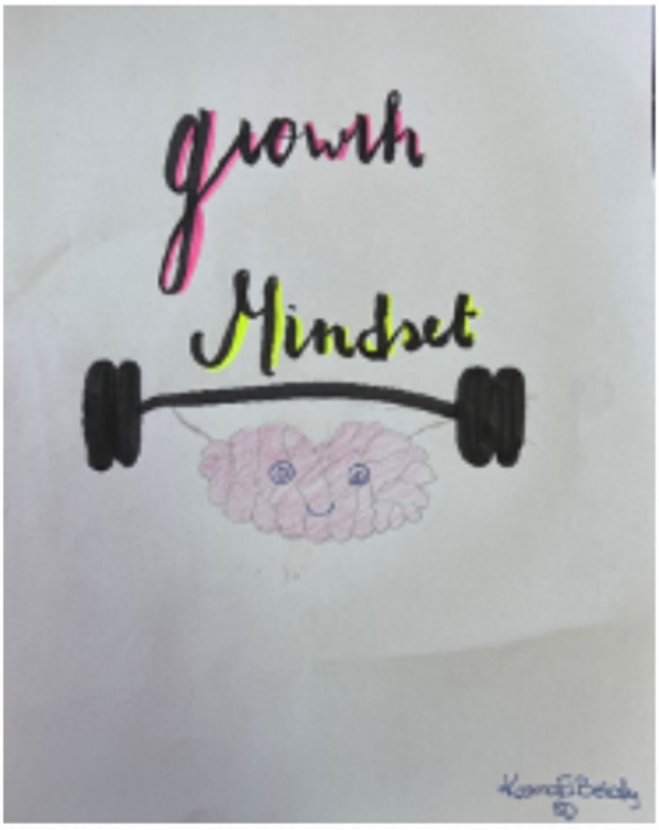
Social and Emotional Learning (SEL)

In our new normal, during the coronavirus (COVID-19) pandemic, we are likely to be missing the social interactions we have at school, and daily activities. It is extra important at this time that we make the effort to stay connected to families and friends while maintaining safe, appropriate social distancing and maintain our wellbeing. Based on latest adolescent development research, teenagers with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, and socially. Thus, we are implementing a holistic approach to student wellbeing and personal development known as Social and Emotional Learning (SEL) which is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for our **Well-BSEing!**

SEL program positively affect students' success in school. Studies show that social-emotional skills—such as problem-solving, self-regulation, impulse control, and empathy—help improve academics, reduce negative social behaviors like bullying, and create positive classroom climates.

In SEL we have been working lately on developing a "Growth Mindset" to encourage students to view that failure is necessary for learning and success. We've learned the differences between fixed and growth mindsets, and the importance of positive self-talk. We've also talked about how everyone has both mindsets at different times in life, and in different activities. They especially loved reading about and celebrating the growth mindset of famous figures who weren't defeated by early failures. Who knew that Walt Disney was fired by a news editor because he was told that he lacked imagination?

Moreover, some of the students ended a lesson by designing a simple poster about to encourage their classmates to succeed and keep trying.





Learning in Focus

KS3 Mathematics Department News

The BSE Mathematics Department is excited for a wonderful 2020-2021 school year. We are dedicated to the success of your children and we have already had a great start to this academic year.

The curriculum at Key Stage 3 is tailored to ensure that every student has the opportunity to reach their potential and provides them with a solid foundation to start their IGCSE qualification. Student performance is reviewed regularly and used to support each student to reach the next step in their learning journey.

Students in Year 7 and 8 have begun working the year working with types of numbers; learning how to calculate highest common factors and lowest common multiples of number pairs; rounding, estimation, and order of operations; square and cube numbers. They have also learnt properties of 2D shapes and how to calculate area and perimeter of compound shapes. In the next half-term they will work with equations, formula and graphs.

Students in Year 9 worked with multiple topics from their Cambridge Pre-IGCSE curriculum like types of numbers; percentages; fractions; compound interest; money exchange; limits of accuracy; and standard form and sets. Students practice exam-style questions in all classes and receive guidance on how to solve them according to CIE expectations.

Students through the academic year sit different formative and summative assessments to track their performance and guide them to make progress. Please be informed we have the following in place in order for students to be successful.

-Kerboodle which contains the online text books, videos and links to power point presentations

-Mymaths platform for interactive Maths tasks and booster sessions

-Google classroom where recorded lessons are uploaded along with other resources.

- Classwork and Homework tasks.

- Differentiated guidance and support

- Classified papers for Year 9.

We would like also to take this opportunity to welcome Ms.Yomna Khattab to the team, she is teaching Year 7 and 8 this year and we are wishing her every success and to enjoy a happy and productive year at the BSE with our beloved students.

Google Classroom

kerboodle

MyMaths

Learning in Focus

KS3 Science Department News

The science department have been working hard this half-term to allow for a smooth transition for all students in KS3. Although some students had a challenging time adjusting to the transition from KS2 to KS3, many were able to adapt to the changes smoothly. We would like to convey our appreciation to all the teachers for their effort and support. It is also to our pleasure as a science team to welcome Dr. Dalia Refaat and Dr. Mona Anwar to our department and we are looking forward to great year for all.
This half-term Year 7 students were busy learning about their first biology topics: Cells and body systems.

Year 8 students started learning about health and lifestyle, photosynthesis and aerobic and anaerobic respiration.
Year 7 and Year 8 students also have a wide variety of resources on Google classroom to enhance their learning. There are both educational videos and videos recorded by their teachers for students to revise and make up for any missed lessons. Please ensure your children are engaging with this content if they are absent to ensure they do not fall behind in their learning.

This is in addition to our interactive textbook "Activate" on Kerboodle where students can find many interactive resources for each lesson to be used as reinforcement tasks.
For additional revision, students can use this link for final recap on the lessons:
https://www.bbc.co.uk/bitesize/subjects/z4882hv

Year 9

Year 9 students have been working hard to adapt to the challenges of this year. In biology, students learned about the classification of living things, cells, movement of substances in and out of cells, biological molecules and enzymes. In chemistry, they learned about particulate nature of matter, separation techniques and Atoms, elements and bonding. In physics, they learned about measurements, speed, motion, acceleration and effect of forces.

Students have a wide variety of learning resources. This includes Study notes and classified past-papers for practicing exam-style questions in preparation for their Pre-IGCSE exams. There are also other resources on google classroom including recorded videos and PowerPoint presentations to help them with their revision. Please ask your child to access and complete these tasks to improve their chances of exam success.

KS3 Art Department News

Outline of this Term (1.1)

As we approach the end of this half-term, I would like to give you a glimpse of our Art classes. In this term, learners developed their understanding of how to use line and shading to create form, shape and pattern using a pencil and drawing from a range of still life objects.

Learners were introduced to drawing techniques that encourage them to consider how to approach drawing a range of objects, including those that are man-made and natural. As examples, a three-dimensional object with few surface qualities, or a flat object with a rough, textured surface as well as exploring multi-viewpoint compositions and positive and negative space.

Students have had the opportunity to build on art and design skills they might have developed in earlier stages:

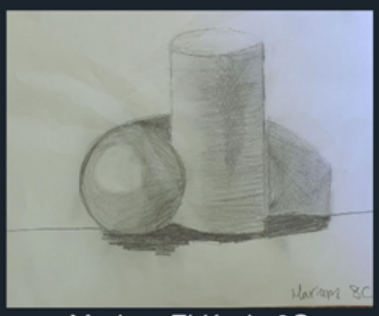
- observational drawing using line
- mark-making
- use of form and texture
- use of positive and negative space creating patterns.

"Knowledge is a treasure but practice is the key to it."
- Thomas Fuller-

" The worst enemy is self-doubt." Sylvia Plath

Many students gained great self-confidence in Art this term through understanding and practicing.

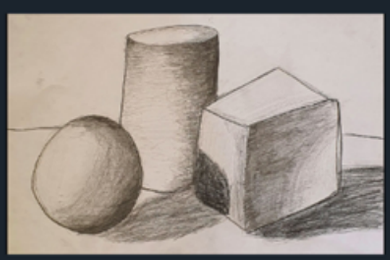
Samples of students Art work:



Mariam El Kady 8C



Mostafa Awwad 8C



Yehia Ramy 7C

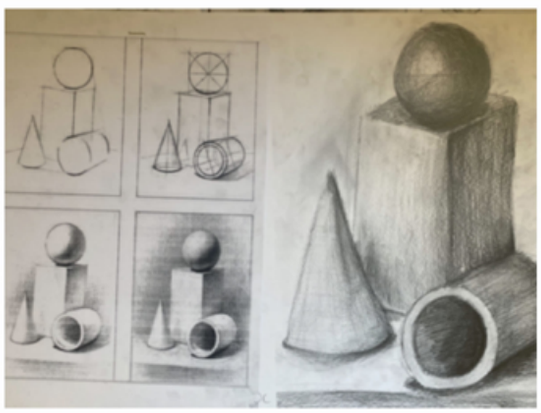


Drawing 3Kenzi Hani "Glass" Pencil Drawing

Year 10 Students learned about "Value" in Art, through observing still life objects.
Value describes variations of hue, ranging from the lightest to the darkest to help students to expressively communicate ideas.

They learned how to use pencils to vary the thickness of a line by applying pressure softly or firmly to show light and shade in their drawings. Students explored the source of light and how this can be applied on different objects and materials. They started by drawing 3D objects, clay pots and ending their sequenced lessons by sensitively drawing a glass cup.

This was applied through constructed lessons to assure progression and help students meet the expected outcome according to the British National Curriculum of Art and Design.



Drawing 1Lily Gaber Asfour "3D Objects" Pencil Drawing



Drawing 2Haya Amr "Clay Pot" Pencil Drawing

Learning in Focus

News from KS4 and KS5

We were delighted to welcome back our senior pupils this half-term. We are keen to congratulate them on some incredible examination results. The high quality results reflected the true effort and dedication of pupils through both their class-work and evidence based results. Well done for not letting the upheaval and uncertainty of COVID 19 hold you back from great success.

We are all faced with a new academic year with constraints to ensure the campus is as safe as possible. It is really important to stress to our seniors the importance of maintaining their personal safety, wearing masks and regular sanitization to reduce the risk of the virus spreading. Please be aware pupils who fail to follow expectations in this regard may be sent home and restricted from learning on site.

We are pleased to host the October/November exam series at the school premises for the first time this year. To ensure we are able to offer our pupils a safe environment to sit their exams during these challenging times.

We would like to extend our sincere thanks to all of our KS4 & 5 teachers who have quickly and professionally responded to any change in circumstances without any interruption to the learning. They have successfully delivered online lessons via Google meet and Zoom to a very high standard that ensures pupils are receiving the quality education they need.



Learning in Focus