The British School of Egypt

Crossing the boundaries of excellence…

Spring Term Newsletter April 2021

Message from the Executive Principal

Dear Parents/Guardians,

As Term 2 successfully draws to a close, the staff and I have been actively planning for the next school year. We are delighted with the quality staff we have hired to strengthen the team and we are all excited and ready to implement our plans and advancements for the year ahead.

For our senior pupils, I'd like to thank all of you who have taken the time to complete and return your option choices for next year – this information helps us to plan our staffing and recruit appropriately based on your needs.

In the coming weeks all families will also be asked about their intent to return to The BSE in academic year 2021-2022. We understand that circumstances can change between now and September but having an accurate count, as far as possible, also assists with the planning of staffing and resource needs.

Please be aware our admissions and enrollment window is open. If you know of anyone interested in enrolling their children for the 2021-22 school year, please make sure that they are aware of the open enrollment process. Don't forget that The BSE does accept children from Pre-School age, starting at 2.5 years old up to Year 12. For more information or to schedule a tour of the campus, please contact the admissions office email at admission.enquiries@bse.edu.eg or on 002 0101 075 5225.

Spring term reports have now been issued and the PTC meetings completed successfully this week, we are pleased to see another term of solid progress being made despite the challenges we face from the ongoing pandemic. I would like to take the opportunity to thank all our parents for their positivity and support throughout this period, as ever, when we work together.

I would like to take this opportunity to wish our pupils in Years 9, 10, 11 and 12 every success in the upcoming examinations for the Pre-IGCSEs, IGCSEs, AS and A-Levels in the weeks ahead. We are grateful to our team for offering revision and exam preparation sessions across the spring break to ensure our pupils are as well prepared as possible to succeed.

Please be reminded to maintain your precautions at this critical time – Hands, Face and Space!

Wishing you all the best for the spring break and Happy Easter to those who are celebrating.

Warm regards,

Mrs. Yasmin Tabram
Executive Principal

Learning in Focus



Message from the Principal

Dear Parents,

Throughout this term The BSE community has once again demonstrated how adaptable, supportive and committed it is to providing the very best education for all of its children, pupils and students. With all stakeholders supporting the school in the phase 2 response over the last four weeks it has been a genuine team effort and the help of the wider community is greatly appreciated.

As we look forward to the summer term we wish for an extended time on site and a gradual but clear reduction in the number of COVID infections. It is important that all students and families continue to maintain their focus on the measures and restrictions in place and that they do all they can to minimise interactions, wear masks, maintain their social distancing and hand hygiene, as well as observe the bubbles that are in place throughout the school.

An important consideration is that if students do this, we stand a much greater chance of being able to operate fully for longer and in the important summer term - especially with regard to assessments and examinations, this is something that all involved wish for.

Another aspect that deserves mention is the efforts that our parents and community make on a daily basis in ensuring that students always arrive on time in the mornings and are collected promptly at the end of the day. Supporting the school in this way is extremely helpful for us and the collaboration between the school, the transport department, family drivers and all parents is really appreciated - this is a big school with a large number of students on site, to safely manage the movement on and off the site at the start and end of the day is a credit to all involved.

Just as in society, within school one of the issues that we deal with on a more regular basis now is the increase in the number of referrals we receive specific to cyberbullying and social media related bullying cases.

There is no doubt that this is an increasing trend and it will continue to be something that we as a school and a community deal with on a more regular basis. Cyberbullying can take many forms and the anonymity that technology and social media often creates only makes the issues and effects worse. We have been very fortunate that in the small number of issues we have dealt with so far we have had the full support of the families involved and this definitely makes dealing with the issues and the effects much easier.

The pastoral team at The BSE already have conducted workshops for small groups of students and next term they will be rolling out a programme of workshops in upper primary and secondary that focus on these issues and help all students understand more about the effects of and issues surrounding cyberbullying.

On the school website we also have a number of information sheets and factsheets for parents. These information sheets focus on all aspects of social media and include information on WhatsApp, Facebook, Snapchat, Instagram and Minecraft and are specific to parents and 'what they should know'. The information sheets can be found by following this link directly. I hope that you find them useful: https://bse.edu.eg/news/

If you have any concerns or questions or you wish to make us aware of any issues related to this topic please do not hesitate to contact me directly on my email address at school: tim.hoban@bse.edu.eg, alternatively Ms Farah Samir the pastoral lead can be contacted via farah.samir@bse.edu.eg and together as a school community we will work to ensure that bullying in all forms is not accepted.

As always - thank you for your ongoing support and cooperation throughout this very unique term and please enjoy a restful and relaxing Easter holiday.

Tim Hoban
Principal



Learning in Focus

News from EYFS

Learning in Focus

This term has been a fulfilling experience via distance learning and we have maintained a fun spirit in Early Years through holistic teaching with creative, hands-on activities for the children to enjoy and learn from. We were also lucky to have some time on campus and you will see from our pictures that the children were so excited to be back in school.

In Early Years we have 7 areas of learning that we focus on in order to help develop each child. Please find below some information on how to approach some of these areas to help develop your child further at home:

Personal, Social and Emotional development (PSED):

We focus on taking turns, sharing and helping to tidy up, building self- confidence and behaving appropriately.
We also look at team work and encourage the children to complete fun tasks such as floor puzzles with friends.
We help develop the children's independence in putting on jackets and hats for outside and aprons for indoor messy play.

Encouraging independence:

To support your child becoming more independent let them carry their own school bags to and from school. Ask them to hang their coat up and put their bag away once they return home. Support them to get dressed by themselves, including putting their shoes on, putting on and doing up their coat, and using a knife and fork to eat by themselves.

This is all really helpful and part of the Physical Development and Personal, Social and Emotional areas of learning.

Reading with your child: Book sharing encourages a curiosity about life and an eagerness to learn. Research suggests that children introduced to books at an early age, start school with an advantage that can last throughout their life. Reading at home is really important as you are your child's most enduring teacher. It is important that children have a positive and enjoyable relationship with books so reading for pleasure is the most important thing! We encourage families to read with their children every day.

While reading: Share a range of stories with your child. As you do, talk about where the story has happened, who the main characters are in the story, what happened in the story from start to finish and encourage the children to join in telling the story with you as you read together. Encourage them to take over the telling of the story – using the pictures as prompts. Children need to know stories to base their own story-making on, so please do reread their favourite stories over and over again.

Understanding Numbers: Encourage your child to count objects around them and to identify numerals in the environment. When your child is counting objects ask them, "what if we had 1 more?" or "what if 1 was eaten?" Show them how we add in some more or take some away to find a fewer amount.





Pre-Foundation

Pre-F children have thoroughly enjoyed their return to campus and have had fun with exploring floating and sinking by throwing different objects into water; painting by numbers, focusing on number formation; fine and gross motor skills by riding the tricycles in the garden and creating patterns during continuous provision activities. Super job!








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News from EYFS

Foundation Stage 2

F2 children came back to school skipping and jumping with excitement and participated in all their learning passionately. During phonics they used different learning techniques to learn their phonemes and graphemes; They were able to finish writing the story of Jack and the Beanstalk following the correct sentence structure and had a great time retelling the story using puppets as well as sequencing the story using picture cards; They have experimented with glue and salt to make a painting by tracing lines with glue, then painting their pictures. They were introduced to paired reading with their peers and talked about their stories together. Well done!





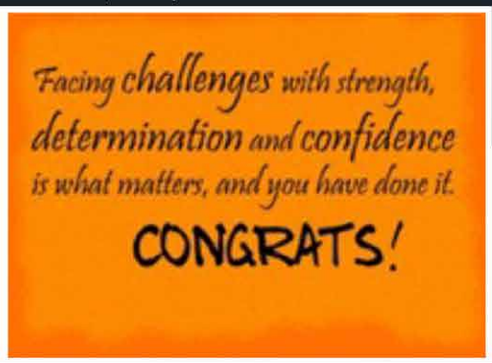




Primary School

We made it! Well done to all The BSE children, staff and parents!
It has been an absolute pleasure welcoming our pupils back onto campus this half term. As we approach the Spring Term conclusion, I would like to thank all the staff and parents who have diligently demonstrated their support and commitment to ensuring that our pupils could continue developing their educational journeys, whether whilst attending on school site or via our Distance Learning provision.

I would also like to take this opportunity to praise our outstanding pupils. The year so far has not been without its challenges. However, the children continue to inspire and motivate the adult community with their positivity, flexibility to adapt, natural resilience, and spirit.



It is felt that the provided quote sums up the superb attitude and achievement of our pupils this term. I hope you enjoy reading all about our wonderful successes this period, and we are very much looking forward to welcoming you all back for the Summer Term!

In the meantime, I would like to wish you all a very well deserved and restful break.
Best wishes,

Ms. Jay Wilmott
Head of Primary

News from Year 1

In Year 1 this term, we have been learning all about materials and how to recycle and reuse them because we believe that 'recycle today for a better tomorrow'.
In PSHE we used recycled materials to create a poster to celebrate our families and loved ones





Kenda, Aalya and Farida in 1A created posters for their families
While in Science, we became scientists and investigated materials which float, sink and absorb water. It was very interesting to see that many materials can hold water, but not absorb it!




Omar is testing the absorbency of a sponge, Habiba is testing the absorbency of paper and
Hussein is testing plastic.
We wanted to link all areas of learning this term, so in maths we looked at capacity and volume and discovered that although something might be taller it does not mean it holds more. The children then practiced their acting skills and created videos to model their understanding. Following on from this we began to learn about multiplication and arrays of objects; although it was rather tricky most of the children were able to grasp the concepts and created their own arrays. Ayla and Omar made their own arrays using different resources.




Learning in Focus

News from Year 1

In Topic we made some binoculars out of recyclable materials, so we could explore the lives of some very famous intrepid explorers. We met both Christopher Columbus and Neil Armstrong. It was such fun seeing what they did and discovered. We then made a boat out of recyclable materials and pretended that Christopher Columbus was sailing on it. Did you know that he sailed from Spain to India, however instead of arriving in India he found America, it was completely accidental! Joud really enjoyed playing with her binoculars and boat.





In Literacy this term we compared books and looked closely at nonfiction and fiction. We listed the different features and even made our own nonfiction posters. We used our listening skills to listen to a fictional poem about a machine, once we listened to the poem we then had to use our imagination to create the robot. In the photo Safyiah shows her developed listening skills.



News from Year 2

Literacy:

Does chocolate grow on trees?

In Literacy, we started our term exploring the structure of instructional and procedural texts. Procedure topic cards were used to discuss how there are many things we do in our everyday life that we have to go through in particular sequence.

Our second step was to introduce the features of explanation text. They learnt the use of titles, sub-headings, flow charts and diagrams and how they are used to organise information within the text as well as the language style used. We ended our unit by reading the non-fiction 'Growing Chocolate'.

The children enjoyed writing the instructions on how to melt chocolate and enjoyed some yummy chocolate sandwiches. They created flow charts in groups where they built their own human flow chart. Finally, children then creatively designed chocolate wrappers for their favourite chocolate bar.

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.













Numeracy:

Tall, long or short?

Children learnt measuring in centimeters and meters. We measured different objects in the classroom as well as our height. Mr.Tim helped us by estimating the height of the children and comparing lengths.





Children moved to shapes, where we learnt all about 2D and 3D shapes and their properties. They enjoyed colouring and building 3D shapes models.



Learning in Focus

News from Year 2

Science:

Busy Bees!

Children re-visited the 'Plants' topic and expanded their knowledge by learning about pollination. Year 2 enjoyed the pollination activity. During Distance Learning, children played the very important role of bees in the pollination process.









Topic:

Fire, Fire!

Children in Year 2 went back in time to learn about The Great Fire of London. They enjoyed creating paintings showing their own understanding of what happened during the days of the great fire.

PSHE:

A World full of Pausibilities!

Children in Year 2 tried to find time to take a pause—to stop, breathe, and take a moment for themselves. To be mindful.





News from Year 3

Healthy social interactions are essential for children's emotional growth and maturity, and with the return of children to school and their classrooms, the BSE teachers made a conscious decision to prioritise teamwork, while maintaining classroom bubbles and safety regulations.

This was first applied to Literacy activities, while the children were learning about the different types of poems. First, the children learned the features of riddle poems and the steps necessary to make their own riddles. Afterwards, they were placed in groups and asked to create a group riddle poem. This process allowed the children to continue developing their communication skills, since each group was required to agree on a topic, then together they would think of several methods to describe it, and each child would share a line or two to form a complete riddle poem. Lastly, each group would take a turn to share their riddle poem, while other the groups listened and tried to guess the correct answer. The end result filled each child with a sense of pride of their work.





Additionally, as part of the World Book Day celebration, children enjoyed different activities meant to deepen our young BSE-ians' love and appreciation for books and stories. During show and tell, the children introduced their favourite books, shared reasons why they love it and explained why their classmates should read it, too. Also, introducing the 'Drop Everything and Read' initiative was a fun change of pace from our daily routine, that allowed the children to comprehend how reading can be a relaxing and enjoyable experience that relieve stress in the middle of the day. Lastly, the children ended the day with a wonderful surprise video from Mrs Yasmin Tabram, our BSE Executive Principal, where she read the story of 'The Girl Who Never Made Mistakes.' A story that reminds the children of the importance of growth mindset and believing in themselves.

Learning in Focus

News from Year 3



Keeping up with our hands-on activities approach, the children put their science knowledge regarding magnets to the test. They compared the strength of different magnets by investigating which magnet would form the longest chain of paperclips held by the magnetic field. In the process, they learned that the size of a magnet rarely reflects strength, but it's the quality of the material it's made of. Also, the children displayed their inner-scientist especially as they got to experience the magnetic attraction and repletion between two magnets and trying different combinations of their poles (north and south).

The journey is still on-going but seeing how much our year 3 students have developed, matured and become secure with their abilities since the beginning of the year, truly fills us with pride and joy. We can't wait to see the amazing things they will accomplish in the remaining terms, and more importantly, the positive impact they will have on the world.

News from Year 4

STRING TELEPHONE - Sound waves STEAM activity

Our fantastic Year 4 explorers learned how sound waves travel in a super – fun science twist on a classic kid's activity! They demonstrated how sound travels through different types of media by making string telephones. Also, they explored how sound waves are created when sounds make vibrations in the air. Those who kept their lines tight could hear surprisingly far! This is because the loose thread causes the vibrations to travel all around rather than directly down the strings.





The Anglo-Saxon ship burial at Sutton Hoo

Year Four archaeologists have been exploring the history of the Anglo-Saxons and learning about the items that were discovered in the Sutton Hoo burial ship. They were given the opportunity to create posters of some of the things that were found by archaeologists, that led us to learn about the Anglo-Saxon people and culture. The items discovered in Sutton Hoo were similar to the items that we use today and were made with gold and silver, teaching us that they belonged to someone of high ranking and power.

The Spiderwick Chronicles...

Our exceptional Year Four learners explored fantasy fiction by the two remarkable talents, the New York Times best-sellers Tony DiTerlizzi and Holly Black, who have risked everything to bring this remarkable account to light. They have developed understanding of inference, and have used drama to explore the main characters; the three ordinary kids, Jared, Simon, and Mallory Grace, who have entered another world – without leaving this one! Our little authors developed their editing and proof-reading skills by planning, editing and writing a new episode of the fantasy story they have studied, using fronted adverbials, single and multi-clause sentences.



What's up with Decimals?!

It's the first time our Year 4 children encounter decimals, but they have mastered it! Making decimal learning fun is a great way to get kids into the learning! They learned how to identify the value of any digit within a number up to two decimal places. They were able to count forwards and backwards in tenths and hundredths and write each step accurately. They were also able to divide 1 and 2 digit numbers by 10 and 100, writing the solutions as decimal numbers. Our outstanding mathematicians practised writing decimals, putting them in order, reading and rounding them through various fun decimal games and activities.

Learning in Focus

News from Year 5

Fun, Fun and more Fun...

This term Year 5 team have worked smart to ensure that our students were active, educated and engaged in a way that is different to the typical 'sit, listen and work' style whether on campus or at a distance. Thanks to the creativity of Ms. Sara, in addition to the scientific expertise of Ms. Primula, we have engaged in competitive learning through inter-class (socially-distanced) fraction games and space-themed, child-led moon phase activities – please check out the link below to see 5C in action!
https://youtu.be/iS2jIfWLFIQ



Children creating their solar system display.



5B collecting their well-deserved certificates.

To ensure we maintained enjoyable learning throughout all subjects, we studied an e-book titled The Museum of Fun in Literacy. Our students loved learning that museums can indeed be a fun, educational outlet. Eventually, we performed our own TV advertisements to attract visitors to the failing museum. It is safe to say that we would certainly visit the unique, wacky and frankly strange 'fun' museums promoted by the students.

A huge shout out goes to Ms. Nada for helping our children to interact with their Year 1 counterparts as we wrote some lovely short stories for them, packed with illustrations and positive morals and messages. Please see some heart-warming photos below:





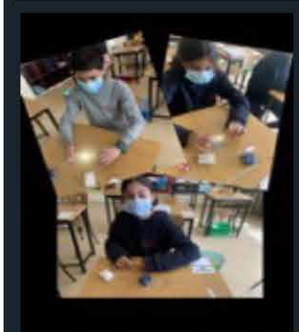


After a successful half-term, the Year 5 team are excited to welcome back our lovely pupils for the Summer term. We look forward to continuing to lead and monitor the outstanding progress made by our students. We could not be more proud of the dedication this group have shown collectively; without their consistently high levels of patience and hard work, our jobs would not be possible. Well done children, your teachers are more proud of you than you will ever know.

A huge congratulations goes out to the fraction masters of 5A on your sweeping victory in the Numeracy competition this term – very well done!

News from Year 6

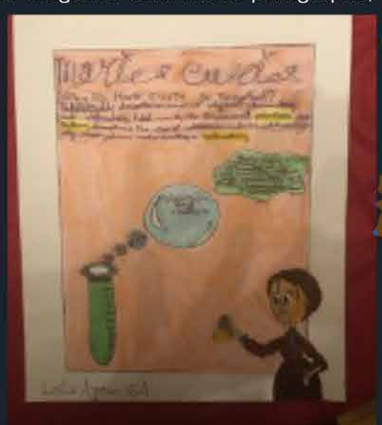






As the Spring Term is coming to an end, we are celebrating our students' success, highlighting their wonderful effort, fantastic work and creativity. Year 6, once again, made us all very proud!

Science, as always in Year 6, is a great opportunity for hands-on interactive activities. This time, our students mastered Electrical Circuits – wires, cells, lightbulbs, motors, we had it all, just enough to power the whole classroom! Through a cross-curricular activity, the students calculated the voltage running through circuits, drew diagrams and wrote paragraphs, explaining how it all works – and it worked indeed!



This month, we are celebrating Mother's Day but at the same time, honouring all women – we dedicated a Science lesson to Women in Science, researching their work, and designing mini-projects emphasising their contribution to the STEM field. Laila chose Marie Curie, a truly inspirational scientist.

PSHE, our focus was on Sustainable Global Goals – Life Below Water gave us the opportunity to reflect on the little changes that make a great difference. From Trash to Art, a cross-curricular project, encouraged our students to practise and show off their artistic skills. Year 6 used plastic bottles to create decorations inspired by Life Under Water.





Learning in Focus

French Department News

Learning in Focus

Vive le printemps!

Bonjour Parents!

Spring time is here! The best season ever is finally here with its joy and its colourful flowers. It's not too hot nor cold, spring is the perfect weather! The end of term break has arrived and I wish a happy and healthy holiday to you all, it is well deserved. I'll be giving you a brief insight on what we have been doing lately at school.

Year 1 & Year 2

Our fantastic Years 1 & 2 children have been enjoying learning the body parts vocabulary throughout labelling the parts of the body in French. They have been also excited about learning how to describe themselves and someone else using descriptive adjectives. Also illustrating pictures and colouring them creatively.







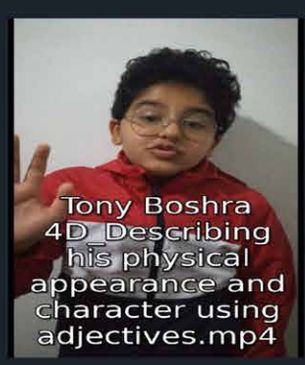
Year 3

Our Year 3 super-duper children got very excited learning about different sports in French and talking about what sport(s) they do and don't enjoy playing. They were very excited to share with their teachers their oral presentations about sports they enjoy.



Year 4

Our fantastic year 4 children have spent time developing their communication skills by producing amazing speaking presentations describing themselves using gender based adjectives.











Year 5

The children in Year 5 have been enjoying learning about the body parts in French and saying where it hurts. They have had so much fun developing their communication skills by singing an action French song "Tête, épaules, genoux et pieds". Action songs are a fun way to entertain children. The gestures that accompany the rhymes make them even more memorable and provide contextual cues as well as ways to remember the words.

Year 6

Our creative Year 6 children have been really excited producing fantastic French speaking presentations and written projects about seasons and about the weather for each season. And this helped their writing skills in French. They improved their fluency in speaking and writing about the weather, great job Year 6!



Primary Art Department News

Learning in Focus

KS1 Art News

Tasneem Mostafa 1E has learned how to draw and cut Heart's. She used all sorts of paper she could find at home to make these lovely decorations.





During mindfulness week, Carla David 1C designed her own special Happy Costume. She has added her favourite Unicorn and decorated it with rainbow colours. This design would make anyone who wears it, happy.



We have been learning how to compose pictures using line and shape. Marwan Muhammed 1A has added lots of details to his story picture.



We have started to learn about Perspective and to show near and far, we used two horizon lines. Basic shapes create an amazing amount of objects. These pictures are about our day going to school. When we coloured the picture, we use Primary colours for the buildings and vehicles and secondary colours for all of the other details. Both of these pictures are by Yasine Mohamed 1E



Seleem Ahmed 2D didn't have any Oil Pastels at home so he tried using crayons to create this reflection picture. He wasn't happy with the results so he has been experimenting and found that paint has a great effect. Keep experimenting Seleem.





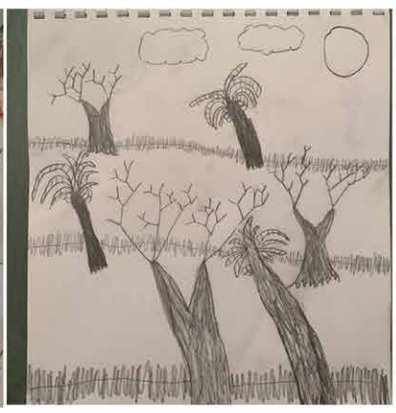
Mohamed ElBanna 2B made the flower vase picture and the trees showing Perspective.He has learned how to draw trees found in forests and Palm trees growing in Egypt.

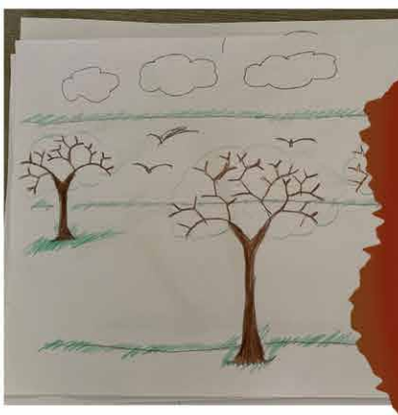


"Eating with Mental Health in Mind"

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.







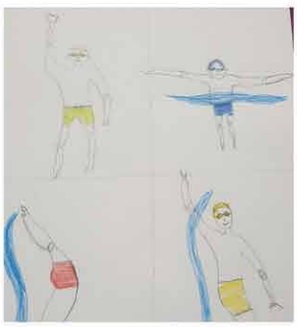
Alexander Mounir 2D has drawn a mixture of forest and palm trees in perspective.

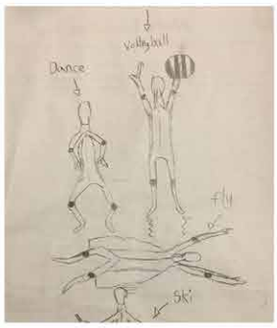
Primary Art Department News

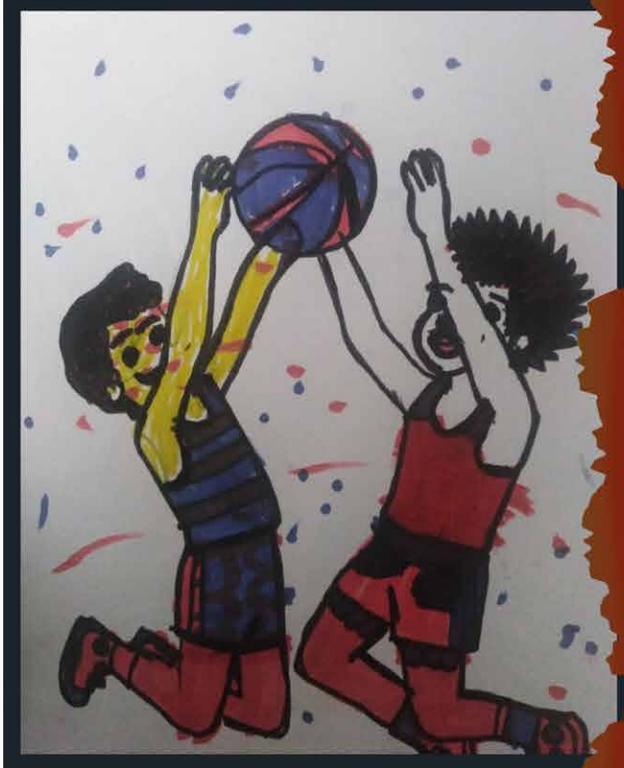
Learning in Focus

Selim Ahmed Maher 3F and **Amr Hadoud 3B** are planning a picture to include people in action.

They are trying out ideas by sketching first so that they know which images to use when they start the picture.







KS2 Art News

This half-term students have shown their creativity by designing using different techniques such as collage. They have also been making a connections between visual arts and other disciplines.
We are delighted to share with you some of the projects our KS2 pupils have been working on this half-term.
In the 'Bowl of Fruits' project the student learned about still life and its purpose and composition.





Lamar Amr Sabry 3A has been learning about the proportions of the human body. She then used what she has learnt, to create people in action.





'African Mask' project pupils learned about the African cultures and what the traditional African masks were used for. The students demonstrated their new knowledge and understanding by creating their own interesting designs for an African masks.

Layan Mohamed 3D designed her Happy costume during Mindfulness week. What a lot of colourful clothes and accessories.

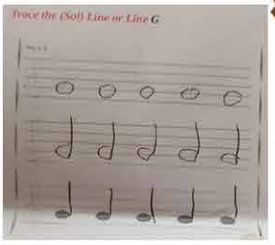




In the **Spring Flowers** project the students used their previous knowledge of the fundamental elements of art by integrating tints, shading and lines and to their art work and adding objects to create a new design for the flower object.

Music Department News

KS1 Music



In this term we enjoyed learning about rhythm and how to use body percussion to play the Crotchet, Minim and Semibreve. We learned about musical notes and practiced writing the treble clef and the rhythm symbols.
By the next term we will be ready to read our musical notes and also compose and perform our own music.

KS2 Music

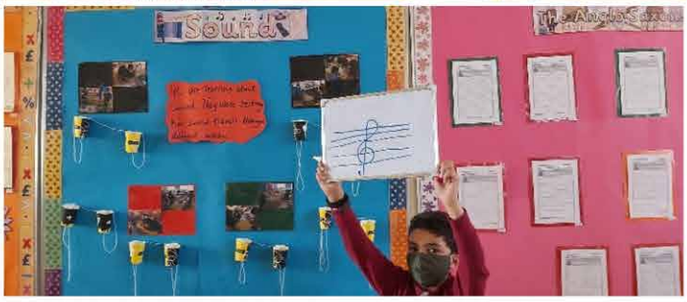
Music theory is the understanding of written music, and it provides a language for composers and musicians to communicate with each other. Children that understand musical theory can read a page written by a composer hundreds of years ago, and understand what that composer wanted them to play, and how. How amazing is that?

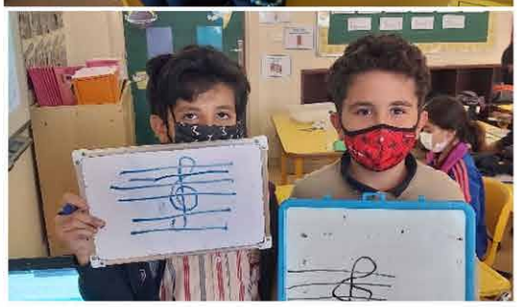
So during our Music classes this term as we have been limited with our resources due to Covid-19, we have been utilizing these lessons to further develop the children's understanding of music theory, we have cover many aspects mainly surrounding how to write and use music notation, like looking are the pitches of notes on a staff, dotted notes, the treble clef and bass clef, among much more!

Music theory helps guide musicians on how to play written music. Composers use written symbols to communicate how they would like their music played by the musicians. For example, composers can use these symbols to tell musicians to play quiet or loud, or with quick or long notes. These lessons are helping create a crucial foundation for children to develop their musical skills and creatively express themselves through music.









Learning in Focus

Performing Arts Department News

Over the course of this term our talented students learned more about improvisational theater. Improvised drama is work that hasn't been scripted but is made up as you go along.

Our students learned the importance of not blocking other members of the group when improvising but accept and try their ideas.

Improvising is also a wonderful way of sharpening acting skills. Being completely in the moment and open to what's happening improves listening and responding on stage, builds rapport, sharpens the wits and improves confidence as a performer.

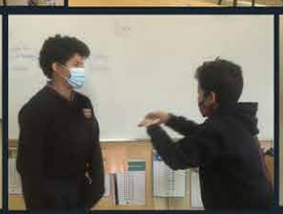


















Drama brings elements of play, humour and laughter to those taking part. It also provides the benefit of improving motivation and reducing stress while developing a healthy appreciation of culture and the arts.

KS3 English Department News



We all thought teaching Shakespeare was going to be difficult; adults, let alone pupils usually find Shakespeare challenging work to read and fully appreciate.

Our students turned out to be different. Our kids are brilliant!

During Spring Term Year 7 and Year 8 classes have been studying Romeo and Juliet and Macbeth, and have seemed to have thoroughly enjoyed it.

We have read, summarised and performed extracts from Acts 1 and 2, and the outcome has been exemplary, as they have exceeded our expectations with the work produced and delivery of their presentations to the class.

They are now able to analyse lengthy Old English text, identify figurative language, talk about symbolism and main themes, as well as write detailed explanations of the various techniques involved, despite some tasks being allocated to older age-groups.

They have demonstrated exceptional skill and effort in handling this challenging curriculum and have left us all in awe. Well done Year 7 and Year 8! We are all extremely proud of you!

KS3 Science Department News



This term the Science department are proud of the work and the dedication shown by students and the advantages thy have taken from online learning. In the Science department, we have managed to develop a comprehensive resource on Google Classroom, packed with different learning materials and recorded lessons. Students now have more flexibility and have acquired some solid time management skills and the ability to work at their own pace.

They have the benefit of reviewing the recorded lessons repeatedly for learning and revising. Students have also acquired some technical ICT skills through printing, scanning and uploading their materials.

Year 7 and 8 students have been busy studying chemistry topics and making a start on some physics topics too. As we approach end of term 2 exams, we encourage our students to revise and make a good use of their interactive books and the revision packs uploaded on Google classroom.

Year 9 students have been busy finishing the science syllabus and practice solving past paper questions. This is an important time for Year 9 students who should now be revising for their final Pre-IGCSE examinations. We will continue to make every effort to prepare our pupils for their Pre-IGCSE exams over the coming weeks. We wish all our students every success!

KS3 Humanities Department News

Year 7 pupils have been learning about significant events that happened during Medieval Britain. Pupils developed an awareness of the causes of the Black Death that stroke in the 14th century and were able to discuss its consequences, practicing the cause and consequence concept. Knowing that Britain lost around half of its population after the Black Death, it was clear for the pupils to understand how the peasants' lives changed for the better for a while until the poll tax was introduced which was the straw that broke the camel's back and led to the Peasant's Revolt. Year 7 pupils were able to identify the reasons that made the peasants furious, how the Peasant's Revolt started and how it ended.

Year 8 pupils have been learning about The Victorian Era. They developed an understanding of how during Queen Victoria's long reign, the country acquired unprecedented power and wealth. Learning that Britain's reach extended across the globe because of its empire, political stability, and revolutionary developments in transport and communication. Many of the intellectual and cultural achievements of this period are still with us today. Moreover, Year 8 has successfully discussed several aspects of children's lives during the Victorian era to their lives now through the change and continuity concept.





Learning in Focus

KS3 Mathematics Department News

We are proud that our young BSEians in KS3 have been able to meet our expectations this half-term whether on campus or by attending distance learning, watching the recorded material, doing their assignments and completing quizzes as and when required.

Throughout this half-term students in Year 7 and 8 have studied more in depth about straight line graphs, ratio and proportion. Our Year 9 students have been working hard prepare well for their Pre-IGCSE exams.
We are keen to share some useful resources with you that your children could explore over the spring break.

1 - Khan academy

Khan Academy provides business and enterprise education. They have the goal of creating a set of online tools that help to educate students in these important areas. The organization produces short lessons in the form of videos. https://www.khanacademy.org/

2 – MyMaths

MyMaths is an interactive online teaching and homework website for schools that we invest in every year because it builds both pupil engagement and interest in the subject whilst also consolidating their maths knowledge. Your child has their own login details for this site and can visit it to revise and work on any concepts they wish to practice or improve upon. https://www.mymaths.co.uk/

3 – NRICH

NRICH is an innovative collaboration between the Faculties of Mathematics and Education at the University of Cambridge, part of the University's Millennium Mathematics Project.
NRICH provides thousands of good quality online mathematics resources for ages 3 to 18, covering all stages of early years, primary and secondary school education. https://nrich.maths.org/

4 - Maths club activities

Each activity is fully resourced and accessible to all 11-16 students at different levels. They should take around 30 minutes to work through, with extension activities to develop the ideas further according to the students' engagement and interest. https://amsp.org.uk/resource/maths-club-activities



5 - Motion Math: Cupcake!

In Motion Math: Cupcake! (for iPad, iPad mini, iPhone, and iPod touch).
In this app you run a cupcake delivery business, learning about word problems, proportions, mental math and the coordinate system as you buy ingredients, design cupcakes, set prices, and deliver to customers.

6 - Geometry Pad

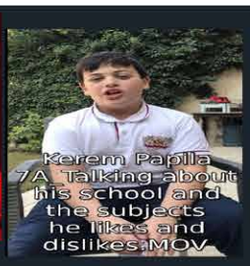
With Geometry Pad you can create fundamental geometric shapes, explore and change their properties, and calculate metrics.
The shapes are displayed on a scrollable and zoomable workbook with a rectangular coordinate system.

KS3 French Department New

Year 7

Our pupils in year 7 have conducted voice notes rather than doing live videos. They've amazed us with their outstanding performance while speaking fluently in French.











Year 8

Regarding Year 8 pupils, they've successfully conducted interviews with their classmates carrying out a conversation about inviting their friends for an outing. They learned to set appointments by time, date and place in French.

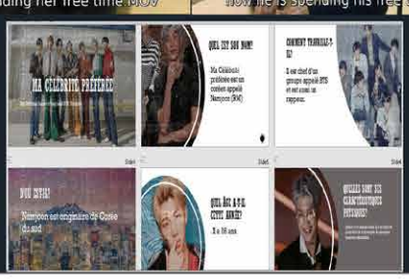
Year 9

Regarding Year 9 pupils, they've learned to conduct PowerPoint presentations describing their favourite celebrities by appearance and their personalities. They've used accurate grammatical structures in French. Not to mention, oral presentations about their hobbies and what they prefer to do in their free time.











Learning in Focus

KS3 ART Department News

As we approach the end of the spring term, the Art & Design department would like to give you a peek at our KS3 projects and students development.



Maya Shawki
"Tim Bortons' Portrait'



Yehia Ramy
"Tim Bortons' Portrait'



Farah Hossam 7D
"Tim Bortons' Portrait'

Students were introduced to Tim Burtons' portrait style. They were encouraged to create portraits inspired by the artist. They have also increased their digital art knowledge by re-visiting their Google Drawings designs and enhancing them. Currently, KS3 is learning about how to shade portrait features (eyes, nose,..etc.) using a pencil.

"There are no mistakes, only happy accidents."
- Bob Ross -

PE Department News

As we near another term of distance learning in the PE department, I would like to take this opportunity to once again thank all our students and parents for their support and commitment to making the best out of what has been a challenging and surreal year for all of us. Our department has strived to provide quality material to enable our children to remain as active as possible throughout distance learning, and whilst we acknowledge this will never replicate face to face teaching, we hope our students have enjoyed the content provided.

During this school year, we understand that parents and students have been focusing mostly on core subjects, and that it must be particularly difficult trying to squeeze in exercise, as well as other fitness/sport based activities into their hectic schedule. This is why our department fully appreciates the time being devoted by our students who continuously send in their videos on a weekly basis. We must reiterate how vital it is for everyone to stay as active as possible despite everything that is going on around us. Our mental and physical health cannot be underestimated at any time. Regular exercise can have a profoundly positive impact on depression and anxiety. It also relieves stress, improves memory and enhances energy and brain power.



This term, we have included lots of fitness activities, as well as skill based challenges to try to improve coordination and technique. We of course wanted the children to have some fun too! There are 5 components of physical fitness that we cover throughout the term - cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition. We try to include a variety of exercises that incorporate each of these components so that our students are benefiting as a whole. For the skill challenges we have added activities such as basketball dribbling, hockey strikes, football shooting, wall bounces and a variety of throwing and catching challenges. All of these activities can be found on Google Classroom with instructions and videos of how they can be performed. We make sure that all the challenges can be completed safely from home, and provide alternatives to equipment that you may not have.



We hope you can all come and join in with us for the rest of the term!

Learning in Focus

KS4 and KS5 Department News

As you know, we began the term with the January Exam Session for AS and A-Level and I am pleased to update you on the fabulous results achieved. Despite being faced with periods of distance learning in both term one and term two, I am delighted to report that we managed to handle the situation positively and produce some excellent achievements as indicated below.

Maths AS:
39% achieved an A (the Highest grade in AS subject)
34% achieved a B

Biology AS:
65% achieved an A
23% achieved a B

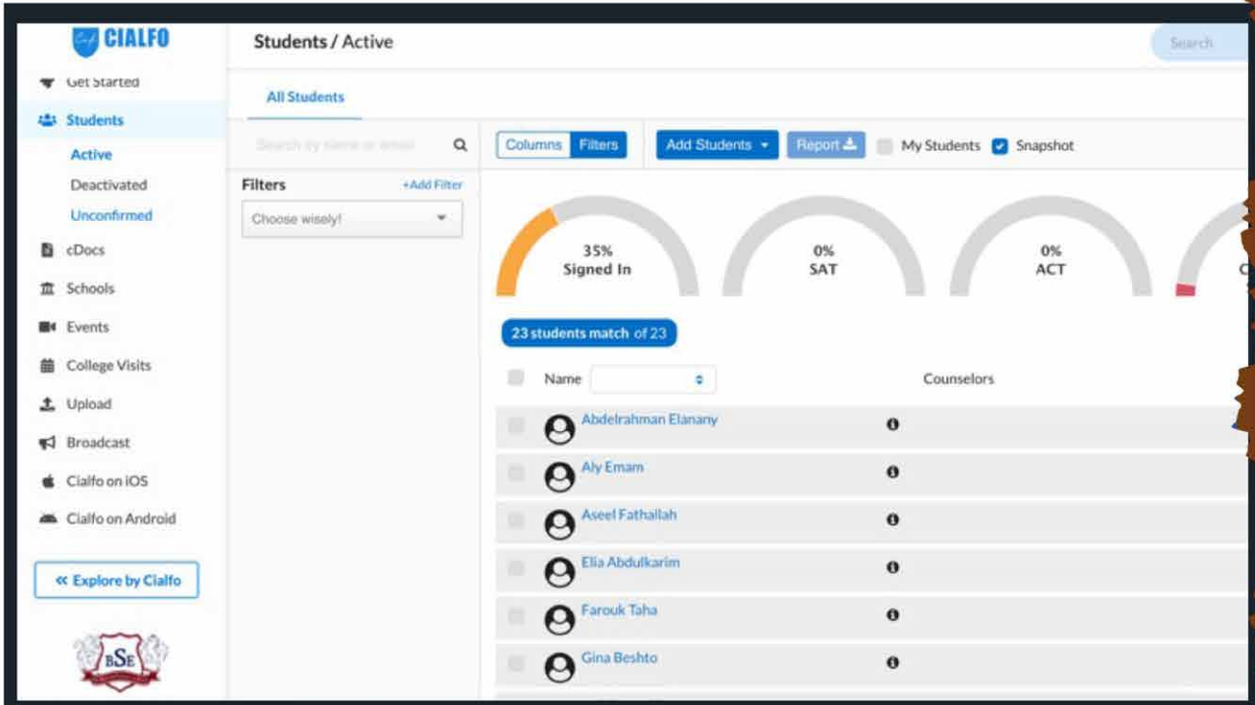
Maths A2:
22% A*, 44% A and 28% B

Our sincere congratulations to all students and to our outstanding achievers who achieved 100% in the AS and AL:



David George	(Year 11) Maths AS
Lean AZD	(Year 11) Maths AS
Aya Hussain	(Year 11) Biology AS
Mennah Yasser	(Year 11) Biology AS
Donia El Anny	(Year 12) Maths A2





We have created a school account on Cialfo, a college application platform. Where students can learn about university requirements, attend virtual university fairs and even apply to Universities anywhere in the world.

Students can use this link to create an account using their school email address.

https://bse.cialfo.co/app/web#/students/active

Learning in Focus

Pastoral & Behaviour Department News

On behalf of the BSE Pastoral & Behaviour Department, we would like to wish you a happy Easter break! Two whole terms have gone by so quickly!

In celebration of Mental Disabilities Awareness Month (March), we would like to t information with you.



Mental Disabilities Awareness Month:

Mental disabilities refer to disorders that affect your thinking, behaviour and mood. There are several types of mental disabilities including developmental disorders. For example, ADHD (Attention-Deficiency/ Hyperactivity Disorder), Autism spectrum disorder, Hearing Impairment and learning disorders.

Some people think that a person's disability is all what that person is, which is not true, we all need to remember that people with mental disabilities are people first and that when we look at them that way we hurt their feelings a lot.

Another common misconception that some people have is that people with disabilities are ill and in pain all of the time, which is not true also as people with mental disabilities are just like people without disabilities, meaning that they get sick and feel pain sometimes. Moreover, it is not right to think of a person with mental disability as a tragedy or a pity case. Disabilities do not mean a poor quality of life, actually it is the negative attitudes, wrong misconceptions that people have and lack of accessibility within the community that make life a bit hard for them which is a real tragedy. Another common myth is that people think that all disabilities can be seen. Most of mental disabilities are invisible for example, ADHD, learning disabilities and other mental illnesses. Some disabilities will be noticed once you get to know the person, however, many will be hidden unless that person chooses to tell you.

Ms. Nourhan Ayman
School Counselor

How do we see Disability?

Our collective perception and the different models of interpreting disability influences how society treats disability. We have more power in influencing society's equality and inclusivity than we think.
So here are several models and ways we can interpret disability.

The Social Model:

This model says that people are disabled by the barriers that society puts, not by their impairment or difference. These barriers can be physical, such as buildings not having accessible toilets, or they can be psychological, which are caused by people's attitudes. This could be like assuming disabled people can't do certain things. For example, it is assuming that all people on wheeled chairs can't walk, or assuming that disabled people are not reliable employees. Let's say you are a disabled person who can't use the stairs; the model recognizes that this is a building problem not a problem with you. The solution would be adding a ramps in the building. Let's say you or someone you know has a visual impairment and want to read a new book. This model poses a solution to make your book fully recorded. The Social Model helps us recognize barriers in how society is structured that make life harder for disabled people. So, oppression, exclusion, and discrimination are not consequences of having an impairment but how society is organized. Removing these consequences will create a society of equality and autonomy.

Impairment vs disability:

From a Social Model perspective, there is a radical difference between impairment and disability.

Impairment is an individual's physical, sensory or cognitive difference such as being blind, having MS or a learning difficulty.

Disability is the social consequence of having an impairment. People with impairments are disabled by their society, so disability is thus a social construct that can be changed.

There are other Models of Disability that rest on assumptions of what a person can't do because of their impairment. These assumptions are within the Medical and Charitable Models. For example, the models would say that a person can't walk, therefore they will not be able to work. A Medical Model will then focus on helping the person to walk again. A Charitable Model would say that a person unable to walk needs special charitable services, that are often segregated from society, such as day centers. Both of these Models focus on the source of the problem being the disabled person. They place the responsibility on the disabled person to seek help and change, rather than challenging how society is structured.

"Disabled People" or "People with Disabilities"?

From a Social Model perspective, the term "disabled person" emphasized that the disability is from society, not from the physical impairment itself. So using the term, disabled person is not a value judgement but rather a description of the shared disabling experiences that people with impairments face in their society. A non-Social Model/Medical Model would say a "person with disability" and uses impairment and disability interchangeably. This implies that disability is an individual matter that a person "has".

On an important note, not everyone who has a disability uses the social model. How someone chooses to talk about their disability (I am a disabled person, or I am a person with a disability) is their own choice.

Ms. Habiba Abouelmagd
School Counselor

Learning in Focus

Celebrating Excellent Behaviour & Improvement:

This term, we had the chance to celebrate exemplary pupils as well as pupils who have shown improvement, by throwing a Tea/Hot chocolate party. This has been done separately by class bubbles to ensure safety.















Learning in Focus



Excellent Behaviour & Effort (Silver/Gold Awards)

Year 7 Achievers

Ahmed Hussein 7B (Silver)
Ali Al Ansary 7A (Silver)
Aly El Kady 7A (Gold)
Karim Morsy 7B (Silver)
Ahmed Mahmoud 7B (Silver)
Aliaa Gharib 7A (Gold)
Dana Genady 7D (Gold)
Farah Hossam Essam 7D (Gold)
Farida El Wakeel 7A (Gold)
Hala Sherif 7B (Silver)
Haneen Omar 7A (Gold)
Ibrahim Kassem 7A (Silver)
Ismail Hany 7A (Gold)
Jana Hossam 7B (Silver)
Judy Sherif El-Halaby 7D (Gold)
Laila Ahmed Al Abady 7D (Gold)
Lara Bassem Elgergawy 7D (Gold)
Lara Sami Mourad 7D (Gold)
Lilly Bassem Elgergawy 7D (Gold)
Lilly Youssef Talaat 7D (Gold)
Mahmoud Ashraf 7B (Silver)
Michael Moussa 7A (Gold)
Mohamed Abdelrazek 7A (Gold)
Omar Nehad 7A (Gold)
Rafif Hatem Roushdy 7D (Gold)
Salma Ibrahim 7A (Silver)
Taquie El Halafawy 7B (Silver)
Yahia Ramy 7C (Silver)
Yassin El Banna 7B (Gold)
Yassin El Ghandour 7B (Silver)
Yassin Sherif El Enany 7C (Silver)
Youssef Karazi 7A (Gold)
Zeina Osama 7E (Silver)

Year 8 Achievers

Abdelrahman Samir 8D (Gold) 8C (Gold)
Adam Sherif Talaat Genady 8C (Gold)
Ahmad Gasser Soliman El Ghoudy 8C (Gold)
Ahmed Omar Ez El Din Ibrahim 8C (Gold)
Aley El Anany 8A (Silver)
Aley Mohamed Farouk 8C (Gold)
Ali Abou Samra 8A (Gold)
Ali El Fishawy 8A (Silver)
Ali Hesham Zaki 8F (Gold)
Alia Tamer Ezz El Din 8C (Gold)
Angelina Michel Guirgis 8C (Gold)
Anthony Sherif Takla 8F (Gold)
Bassem Ahmed Beshto 8F (Gold)
Darin Mohamed 8B (Gold)
Dima Ahmed Saad 8F (Gold)
Farah Hatem Abed 8F (Gold)
Farid Lotfy 8B (Gold)
Farid Rizkalla 8D (Gold)
Fathia Hassan 8B (Gold)
Gamal Yasser Abdel Hakeem 8F (Gold)
Gamila Mohamed Abd Al Rahman 8C (Gold)
Gamila Walid Aly El Shishni 8C (Gold)
Ibrahim Anis 8A (Silver)
Jasmin Hesham Farid 8F (Gold)
Julia Ahmed Zaki Mahmoud 8F (Gold)
Karim Emad El Gebely 8F (Gold)
Karim Emara 8E (Silver)
Karma Ramy 8C (Silver)
Lilly Safwat 8F (Gold)
Malak Amr 8B (Gold)
Malak Ramy Fouda 8F (Gold)
Malek Ramy El Fouly 8F (Gold)
Mansour Hazem 8E (Silver)
Mariam Ahmed Abdel Latif El Kady 8C (Gold)
Mariam Ayman 8B (Gold)
Mariam El Kady 8C (Silver)
Maya Manie 8A (Silver)
Mina Adel Hanna 8F (Gold)
Mohamed El Bashir 8A (Silver)
Mohamed Gouda 8E (Silver)
Mohamed Marwan 8B (Gold)
Mona Sherif 8A (Silver)
Mostafa Hany 8A (Silver)
Moustafa Awwad Sayed 8C (Gold)
Nadim Samara 8E (Gold)
Natalie Ramzi Al Bawy 8F (Gold)
Nour Doha 8A (Gold)
Omar Amgad Aly 8C (Gold)
Omar El Sayeh 8E (Gold)
Omar Moharram Fouad 8C (Gold)
Omar Sherif Nagaty 8C (Gold)
Omar Taha 8A (Gold)
Omar Tarek 8C (Gold)
Raafat Mohamed Shabana 8C (Gold)
Ramy Mahmoud 8A (silver)
Rayan Tamer 8B (Gold)
Roba Sherif 8A (Silver)
Salma Mohamed Abd El Latif 8C (Gold)
Selim Megahed 8B (Gold)
Selim Shaker 8A (Gold)
Shahenaz Alaa Mohamed Ebied 8C (Gold)
Shareef Hossam Abou Samra 8C (Gold)
Taha Soliman 8A (Gold)
Tamara Momtaz 8A (Silver)
Yahia Ahmed Abd El Sattar8C (Gold)
Yassin Ahmed Gamal 8C (Gold)
Yassin Amr Hashem 8C (Gold)
Yassin Kira 8A (Silver)
Youssef Abdo 8A (Silver)
Youssef Diaa 8B (Gold)
Youssef Hassan 8A (Silver)
Zainah Zadeh 8A (Gold)
Ezzeldin Labana 8D (Gold)
Ali Tamer 8E (Silver)
Habiba Osman 8E (Silver)
Hannah Higgy 8E (Silver)
Nadim Samara 8E (Silver)
Salma Mostafa Mahmoud 8E (Silver)
Hanya Ahmed Osman Niazi 8E (Gold)
Judy Ahmed 8E (Gold)
Karim Sherif Emara 8E (Gold)
Mansour Hazem Rabie 8E (Gold)
Mohamed Ehab Gouda 8E (Gold)
Princess Aisha Barola 8E (Gold)

Year 9 Achievers

Alexandra Botha 9D (Silver)
Habiba Tarek 9A (Gold)
Khadija Wessam 9A (Gold)
Norhan Moataz 9A (Gold)
Tamim Sameh 9C (Gold)
Hayat Ayman 9C (Gold)
Malak Abdelazim 9B (Gold)
Mariam Said 9B (Gold)
Maryam Mohamed Abdel Hady 9B (Gold)
Layla Hazem 9B (Gold)
Jana Yasser 9B (Gold)
Omar Tamer 9B (Gold)
Youssef Sharafeldin 9B (Gold)



Learning in Focus

ALDD Department News

Assessment and Learning Development Department (ALDD)



Leveraging a diverse and inclusive learning environment, we cannot use a one-size-fits-all solution to educate all our pupils. Inorder to ensure that there are no students left behind in BSE, we consider students' individual needs in making decisions about where they will receive math instruction, who will teach them, and what instructional practices and support will help them succeed. From this term, we are changing the way in wich we record and share information about the math intervention your child receives. From now on, inorder to make things more streamlined and to ensure our pupils are getting the best quality provision, intervention in Literacy and Numeracy will target specific topics in the curriculum; other more general interventions will focus on systemic problem-solving processes and strategies that can be applied across topics. Approaches like explicit instruction, peer tutoring, and using progressmonitoring data with instructional recommendations will take place.



SEN Glossary:
MLD: Moderate Learning Difficulties
ODD: Oppositional Defiant Disorder
PD: Physical disability
SLCN: Speech, language and communication

Spotlight on ...
Positive mental health

As you are aware The BSE celebrated World Mental Health Day recently.
One of the big themes for the day was self-esteem.
Here are 6 tips from YoungMinds to help improve self-esteem for young pepole.

Step 1: Understand why you focus on the negative
What are the negative things you think about yourself? When did you start thinking these things? What happned to maake you think this way?

Step 2: Challenge the negative feelings
Find reasons why these negative things aren't true. Include things that have happened that prove they aren't true. Maybe the thing that caused those feeling has stopped.
Write down a list of thses things to keep and bring out the next time you feel low.

Step 3: Focus on the positive
Write down your best feature, the last time you rceived a compliment, the last time you did something to someone that made you feel good.

Step 4: Find good people
How do people around you make you feel?
Spend more time with the ones who make you feel good and less with the ones who make you feel bad.

Step 5: Get active
Think about doing something you enjoy. If you already have a hobby, do it more often. If you don't, try something new. Spend time doing what you enjoy – don't keep plugging away at something you don't have to do just just because you think you should.

Step 6: Set yourself some goals
Choose something you already can do and challenge yourself. Achievements are always positive.
Remember to ask for help from school if you think your child needs it. We in the ALDD are always happy to provide information and advice on how to get the right support.

Learning in Focus

