



BCA Newsletter



INQUISITIVENESS

PRINCIPAL'S LETTER

Inquisitiveness

Why does BCA have Inquisitiveness as one of its twelve core values, and how does or should the value connect to the classroom learning? Here is some context.

In the UK, the All-Party Parliamentary Group (APPG) for Education recently launched a call for evidence into the loss of children's "love of learning" across the UK. It reflects growing concern about what many educators have observed: that a combination of factors are eroding children's curiosity and joy in learning. At the same time, England's Curriculum and Assessment Review is examining whether the national curriculum is fit for purpose in a rapidly changing world, amidst calls for a curriculum that is "rich and broad, inclusive, and innovative". These somewhat brave albeit overdue actions of honest self-reflection at the national level are very welcome; the same debate could, and should, be had over other national curriculums worldwide.

It is a miracle that curiosity survives formal education.

– Albert Einstein –

In this context, our BCA promotion of 'Inquisitiveness' in the classroom, and outdoors, seems particularly relevant. This newsletter issue spotlights our efforts over recent weeks to focus on the quality of classroom questioning and discussion, and promote practical work and authentic assessments which nurture curiosity.

In all stages of a child's development (intellectual, physical, social and emotional), and especially in the Early Years and Primary, if we want to nurture inquisitiveness we must adjust our pace and perhaps our objectives. We should slow down (teaching) in order to speed up (learning). Just as you may have heard of the 'slow food' movement (as opposed to 'fast food'), in a similar way there are powerful arguments for a 'slow pedagogy', which involves:

- *valuing the present moment*
- *being attentive to children's pace, rhythm and interests*
- *enabling children to revisit their ideas and creations, places and stories*
- *creating opportunities for children to go deeper in their learning*
- *supporting time for observation, listening, reflection and documentation*
- *encouraging unhurried everyday routines with time for wonder and care*

But external pressure (“cover the content”; “finish the syllabus”; “reach the target”), especially in the Secondary school years, provides a challenge to these values.

If assessment drives teaching and learning, then it is particularly important that the assessment format and its criteria promote the kind of learning experiences that we desire. Since September at BCA, our teachers have made a very significant step in this direction by developing and implementing new assessment criteria in Key Stage 3 (Years 7,8,9). The new criteria, which are applicable to all taught subjects, and on which we will report, are:

Criterion A. Knowledge & Understanding

Criterion B. Investigation

Criterion C. Communication & Performance

Criterion D. Critical Thinking

Criterion E. Reflection

There is no particular reason why these criteria, once successfully trialled, could not be used in Primary school too, to ensure that inquisitiveness (and all the other school values) flourishes at all levels of the school. In this way we address not just the academic (which will thrive under these five combined criteria), but more broadly the intellectual, social and emotional development of children.

Through their professional development programme, teachers and assistants at BCA also role model inquisitiveness. During the recent teacher development half day on 24th October, we focussed on training in consistent and research-informed best practice for behaviour management, guided by our new BCA Behaviour Policy, which is now on the website and parent portal.

Sources:

<https://www.froebel.org.uk/training/films/slow-pedagogy>

<https://educationappg.org.uk/inquiry-into-the-loss-of-love-of-learning>

<https://blogs.ucl.ac.uk/ie/2025/10/23/reimagining-the-curriculum-for-the-21st-century-evidence-from-a-global-perspective>



Mr Harry Lock
Principal

INQUISITIVENESS AROUND THE SCHOOL

EARLY YEARS

In Early Years, education is based on creating opportunities for children to explore, play, and feel curious about learning. Inquisitiveness is the foundation of their learning.



YEAR 1 - TRIP

Visiting different places to strengthen the knowledge children acquire in class can be one of the steps toward fostering curiosity and a desire to learn more. The Year 1 class recently traveled to France to see a real castle, helping them better understand this term's theme: **Fortresses, dragons, princesses, and castles.**



KS2

The children in year 4 have been exploring areas in maths. They have been investigating how many different ways they can make shapes with the same area.

Every week in assembly, KS2 discusses an area of inquisitiveness. Last week, they talked about 'putting themselves in someone else's shoes'. Asking questions to empathise with others was a key message from this assembly.

In KS2 the children also took part in their first house event. This was an orienteering event in the forest which involved team work, and asking questions to find and solve different parts of the orienteering course.

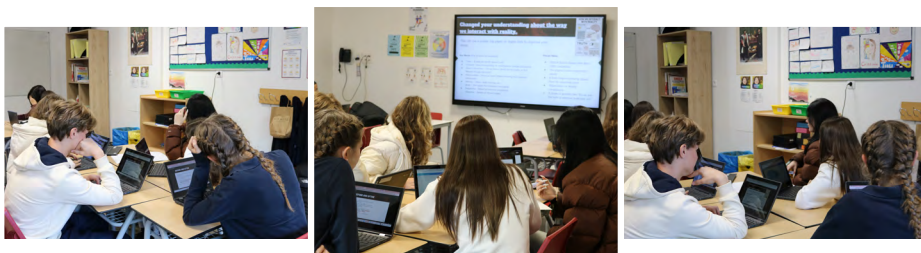


In **PSHE** (Personal, Social and Health Education), Secondary students have been discussing questions such as “How do our emotions work, and what strategies can we discover to understand and manage them better?” (Year 7) and “How does understanding who we are help us build strength and confidence?” (Year 8).



In Year 12 and 13, a very special course, **Theory of Knowledge** (ToK) puts questioning at the heart of learning. Students have recently engaged with questions such as:

- *How will algorithms that predict crime affect legislative decision-making?*
- *How can we tell if the information from a crime-predicting algorithm is reliable, or if it's just judging people unfairly?*
- *How do we limit bias in AI-generated accounts of history?*
- *How does AI relay factually accurate information about historical events without a concrete basis for such?*
- *What role does social media play in influencing the spread of Multicultural London English slang?*
- *How has rap made young people start using new slang?*
- *How does Multicultural London English slang promote cultural appropriation?*



Business students in Year 11 were recently tasked with investigating the impact of globalisation on businesses. Each group selected a country and assessed the state of its economy. The activity naturally lent itself to inquisitiveness, encouraging students to consider how different nations might benefit from, or take advantage of one another using the resources at their disposal.

The task opened up opportunities to question the complexities within the global economy, and the impact this has on businesses.



As part of their leadership topic, **Year 12 Business students** explored the kind of leader they might be in different situations. With minimal time to prepare, they guided younger students through an activity. This activity required them to adapt, and engage fully.

Through inquisitive reflection, students were challenged to consider how leadership styles shift depending on the context, and whether any style can truly be labelled as “bad”, or simply better suited to different moments.

Students in **Year 11**, have been working in their **Spanish lessons** on inquiry through a project designed to encourage reflection on the relevance of mythological thinking today. It's a project-based learning activity that includes several phases: research, preparation and design, writing, oral presentation, reflection, and analysis. Recently, they wrote opinion articles based on the conclusions they reached after examining different myths from various cultures, exploring how these myths help us understand aspects of our own culture and contemporary society. They started presenting their opinions orally, following the TEDx talk format. Finally, the activity also requires a written reflection and an analysis of a classmate's work.



In the same subject, **Year 10** students have done something similar, but with news reports. They freely chose a topic, researched a specific angle within it (such as sustainability and waste, the Andorran economy, adolescent mental health, or perseverance in sports), and wrote their reports. They have now started presenting them using the **Pecha Kucha** format.



NOTICES

World Children's Day, 20th November

[My day my rights](#)

As part of our commitment to being a UNICEF-friendly school, we will as in previous years celebrate the upcoming World Children's Day through themed classroom activities.

Christmas Fair, 5th December

As you may have seen already, BCA will be having a Christmas Fair on Friday 5th December. This is for all students at the school and their families.

We are reaching out to you to encourage you to take part. We can't do it without the participation of our parent community and we would love for the event to be as successful as our Primary International Day last year. We are looking for Christmas themed stalls, games, and Christmas bakes/cakes.

If you are interested in helping, please email Ms Costin at julia.costin@bcandorra.com. There will soon be more information and a meeting for those interested.

Thank you in advance for your help and support to make this event a success!



CATCHING UP ON THE LAST WEEKS





DRESS UP DAY







