



BCA Parent Newsletter

Authentic Learning and
Family Partnerships





Authentic Learning and Family Partnerships

Dear Parents,

Welcome to the second Newsletter of the 2021-22 school year. Our theme is Authentic Learning and Family Partnerships.

As well as providing you with insights into your child's learning experiences, we will also use this newsletter to share relevant updates and reminders, and notify you of upcoming events. You will also see that we have added some description of the learning context of the gallery photos that follow.

Please note there will be more opportunities for your children to appear in the picture collages. This is only a selection.

Authentic Learning: Making it Real

If it is to be meaningful and effective, research suggests that learning should take place in authentic contexts. Children invariably say the same thing too! Authentic learning “involves real life tasks, or simulated tasks that provide the learner with opportunities to connect directly with the real world” (Revington, 2016). In this newsletter you will see how BCA teachers have carefully planned the learning to connect with the real world. So for example, an inquiry into ‘negative numbers’ in maths will look at the climate of countries, perhaps ones students have visited or would like to visit, and how students can calculate the difference in degrees between sub-zero winters and hot summers, leading naturally to a discussion of the calculation of ‘range’ and ‘average’. Curriculum based field trips are another example and BCA teachers have exciting plans to take children out of the classroom as the year progresses.

Developing the Home-School Partnership: the big picture

It has been a pleasure to welcome almost a third of our parents back on campus, in a series of well-attended coffee mornings over the last week. We have had some rich discussions on the perceived strengths of BCA and hopes for the year ahead, and we have



considered the purpose and mission of the school, and how parents can support that as key stakeholders in the home-school partnership. I have certainly appreciated these meetings as an opportunity to gain an insight into parent views, for example on the diverse linguistic context in which BCA operates, whilst providing a first class education in the English language. We have also discussed our intention to establish parent representatives who can meet with the school leadership on a regular basis. I will share details of how this will work in the next two weeks.

Visit of the British Ambassador

Next week Friday we are delighted to host a visit by the British Ambassador to Spain and Andorra, [Mr. Hugh Elliott](#). He will meet with students and staff, and tour the school. As the only British school in Andorra, this is a significant event for us in recognizing the school's mission, the first-class education in English that we offer, and that the school is known beyond Andorra and by the UK government and universities.

End of the school day arrangements

Pick up and traffic flow at the end of the school day is much smoother than at the start of the school year. Thank you for your help in achieving this through spreading the collection of the children over the 20 minute period (16:40-17:00), and through considerate parking.

A request not to drop off or pick up children from the other (far) side of the road. This is potentially hazardous and creates an additional task for the duty staff in safely escorting a child across the road. Please drop off on the pavement side.

We continue to offer parents of children in Nursery the option to pick up their child from 16:15. All other parents should kindly wait until 16:40.

Reminders

We kindly ask parents to restrict family holidays and trips to the school vacation schedule, which is published a year in advance. This allows for continuity of learning, and for students to complete the whole planned curriculum.

Food service

K L'Irina provides a daily catering service for all students. Food is freshly cooked each day, on the premises, in the school kitchen. Fruit and vegetables are sourced locally, as is the meat, as much as possible. We make our own daily bread. For those students who wish, we offer the possibility of choosing a vegetarian or halal menu, or other special diets under medical prescription.

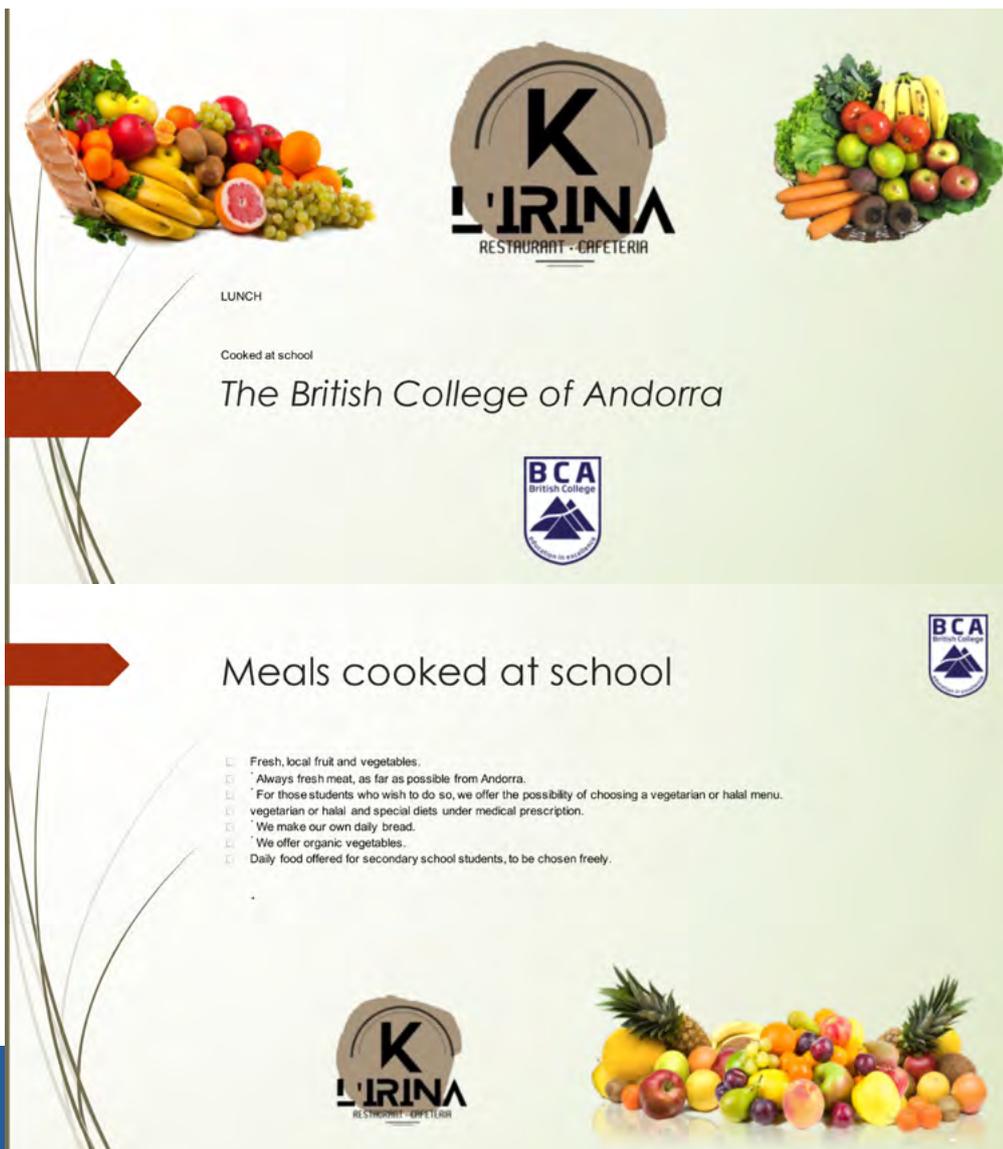
Please see the attached presentation on our lunch service.

If you need further information about menus, or something related to our food service, please contact our kitchen manager Irina Ponsico directly, and she will explain everything you need: irina.ponsico@bcandorra.com

Handwritten signature: H. Lock



Mr Harry Lock
Principal



The presentation slide features a light green background with a white central area. At the top, there are two baskets of fresh fruits and vegetables. In the center, the logo for 'K L'IRINA RESTAURANT - CAFETERIA' is displayed. Below the logo, the text 'LUNCH' and 'Cooked at school' is shown. A red arrow points to the text 'The British College of Andorra', which is accompanied by the BCA logo. A second red arrow points to the section 'Meals cooked at school', which includes a list of bullet points detailing the food service policy. At the bottom, the K L'IRINA logo is repeated next to another basket of fresh produce.

LUNCH

Cooked at school

The British College of Andorra



Meals cooked at school

- Fresh, local fruit and vegetables.
- Always fresh meat, as far as possible from Andorra.
- For those students who wish to do so, we offer the possibility of choosing a vegetarian or halal menu.
- vegetarian or halal and special diets under medical prescription.
- We make our own daily bread.
- We offer organic vegetables.
- Daily food offered for secondary school students, to be chosen freely.



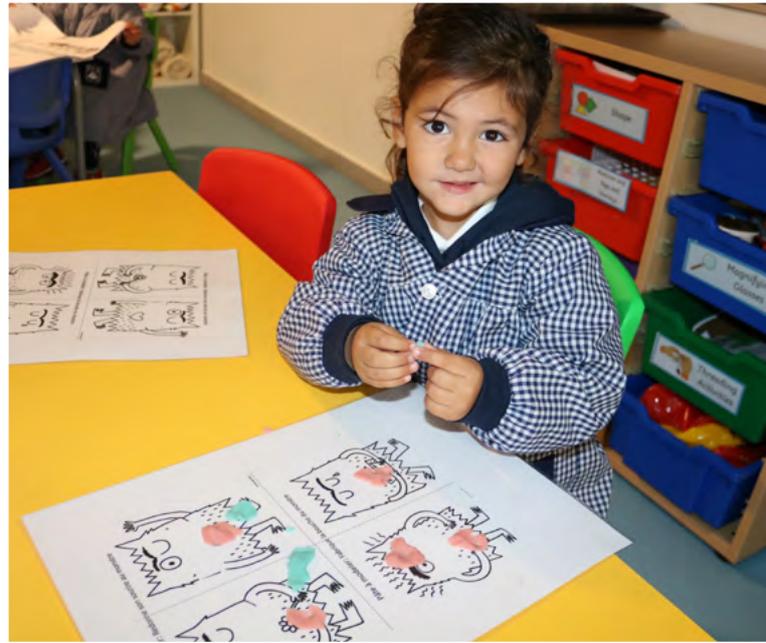


Cygnets

In their French lesson, Cygnets worked on the book "La couleur des dimensions".

The students listened to the story, and then discussed their emotional response.





To understand the text through their body, they sang and danced the song "Si tu as de la joie au coeur"

Finally they painted a 'Monster of Joy', to express and understand the book through artistic activities.



Penguins

Penguins have been focusing on maths, using their class equipment as the supermarket, counting passengers on their car toys. Authentic learning through play!



Penguins



Owls have been experimenting with collage, and produced some wonderful images of dinosaur footprints. They look amazing!





Robins

As part of their 'Transport' topic, Robins made healthy fruit cars using cucumbers, grapes and bananas.

They were very tasty; but they were not very fast. Later on this week, in English lessons, the class will be writing instructions on how to make the cars.



Kingfishers



Kingfishers had a fantastic music lesson.

They were exploring a variety of rhythms, and they have been practising with their flutes.



Eagles



In their PE lessons, Eagles were practising hockey, improving their ball passing and catching skills.



Peacocks are working on famous monuments in their French lessons.

This week they made a special one: La Tour Eiffel.



Students worked in different teams, researching colours, dimensions, materials, as well as the original history of the tower.

The Andorran Sweet Association heard all about Hawks' class learning about Carl Linnaeus and the classification.

They asked them to investigate how we could classify the huge range of sweets available.



The class set about by observing the characteristics of a range of sweets and used their newly learnt knowledge of classification keys to create their own classification keys for sweets.

A few sweets may have been sampled in the name of science!



Students are involved in the project about 'Lines and Textures', learning to appreciate the different possible shapes and textures that we can create, including also a consideration of the colour of the lines used.



Condors Art



The model used is that of a beetle, and some examples of textures and lines that can inspire us.



Building friendship during their breaks.



Ospreys

In their Catalan lessons Ospreys were preparing an "auca", which is a biography made OF drawings and rhymes.





Harriers have started to learn about physics in their science lessons. Force, mass, velocity, acceleration, gravity, friction and the rest.

One of the best parts of this topic has been testing if the equations that we studied were correct, by carrying out real-life experiments.

