



**The British College
of Gavà**
Education in Excellence

WEEKLY BULLETIN

April 3rd 2020

Dear BCG families,

Unfortunately the confinement situation lasts longer than announced, and despite the encouraging news around the speed of propagation of COVID-19, it doesn't seem like we can return to normality before the end of May.

The School maintains its online teaching system, with all the teachers and the Leadership Team evaluating daily how to keep improving and providing the best possible education to our students, with all the possible interaction and attention so that their interest and motivation do not decline during these difficult circumstances.

Considering that our youngest students are the ones mostly affected with all this situation, we have decided to apply to the EYFS students (Nursery and Reception) a reduction of 55% on the school fees, which will be effective from next April 14th. Those who do not wish to keep their children connected to the online education system, may communicate it to info@bcgava.com and their fee from April 15th will be reduced to a 15% of the school fee, for saving their place at BCG .

For all other PRIMARY students (Year 1 to 6), a reduction of 20% in the school fees will be applied with effect from April 14th.

And for Secondary and Sixth Form students (Year 7 to 13) we will apply a 10% discount on the school fee, under these same conditions.

You will see these discounts reflected on the receipt of May, both the part of ½ April and the month itself.

If the situation persists in June, we will apply the same discounts on current school fees according to the course in which your child is enrolled.

This will be implemented, at all educational stages, without compromising the quality of teaching that has been offered by BCG, or the schedule of the Timetable.

We remind you that you can email finance@bcgava.com for requesting any additional financial support. We will consider each case individually and in total confidence.

Once again, I thank you all for your understanding and support of the school, and our excellent teachers for their commitment and professionalism in these difficult times.

We hope that you and your families are in good health, and that we can meet again at the school very soon.

Kind regards,
Rafael Valverde

Well we have got to the end of our third week in a virtual world. Congratulations everybody! Now we have 8 days to rest but don't forget to keep watching Mr Steadman's fitness videos.

What a journey it has been - such a learning curve for everyone involved. We have really appreciated the constant stream of positive emails - it is so lovely to read them. I would like to make something clear to everybody, for our teachers to provide the high quality learning that they are doing, they are working 10 or 12 hours a day at the moment. Please do not think that they are working less than if they were at school.

Thank you for the suggestions you have been sending in - we read and consider every one. Please understand that teachers are teaching large numbers of students and so cannot possibly create individual programmes for each.

There are a few things, which I will remind you of that will certainly make it a better experience for you and your children after the holiday.

- **Live lessons are for children only** - In Primary the live video lessons and meetings with the children are for the children ONLY - Parents please do not sit with them as this is distracting for all children
- **There is no need to print anything** - The children can write answers in the exercise books we gave them at the start, or in Lower Primary, on spare paper or mini wipe board. They do not need to copy the instructions or task - just write the answers
- **Not all tasks need to be completed** - if your child does not complete all of the tasks or if you want to miss one out that is fine.
- **Primary children** should stop work by 4.20pm there is no need for them to continue after this time
- **Year 2 Children, and upwards**, should be able to do the tasks on their own - they do in school and so do not need parents to help. Year 1 can stop if they are stuck.
- **The Classroom Stream is for children** - please do not write comments on the classroom feed as it is for children to talk to their teachers and friends. Comments must be appropriate, kind and linked to learning. Nothing personal.
- **Early Years** - No eating during live lessons! Please arrive on time and have the correct resources i.e. pen and paper etc.

Independent Learning is something we have always encouraged in the Upper Primary children, and now more than ever they should be developing these important life skills. Please do not do too much for them - you will be surprised how able they are to work on their own!

I have asked teachers to set no work for the holidays and everybody needs a good break, away from screens. The only exception would be students in secondary who may have work to do, but this is normal for this time of year.

I very much hope you are all well and that you have a peaceful Easter break

Mr Mower

Careers and University Support

I am delighted to announce that this week all year 10s 11s 12s and 13s were given access to our fantastic new careers and University Research tool, Unifrog. Many of our Year 10 students have already completed tasks to help them start to think about possible career paths. The online programme allows students to research different careers, find suitable university courses, anywhere in the world, and in Year 12 and Year 13 they will use it to make their application to university. This represents one of the many steps we are currently taking to prepare ourselves for becoming an IB school, but is of course perfectly suited to our current A Levels students too. Any parents or students of Year 10- Year 13 students should check an email I sent out last week if they are not aware of this fantastic initiative.

Mr Mower

FEEDBACK

EYFS and Lower Primary

In EYFS and Lower Primary, feedback of completed work will be either verbal or a written comment underneath the work uploaded. Teachers will correct some spelling or grammatical errors in the live teaching sessions and will focus on the main learning intention. Any uploaded completed worksheets or photographs of work will be commented on by the class teacher. Where appropriate, a next step question to further the learning may be added. No pieces of work will be individually marked or corrected.

Ms Wakelin will explain the feedback for upper primary in the next newsletter.

Mrs Pilcher

Dear Parents,

I hope you are all faring well in these unusual circumstances. We have been working online for three weeks now and it has been a time of change and creative adaption for all the community. Teachers are adapting their teaching based on the needs of the subject and the year group and their engagement and professionalism at this time has, in my opinion, been outstanding. Thank you for all the comments and messages of support, we really do appreciate your feedback.

Today I wanted to write some words regarding how Secondary teachers are managing to grade work and give constructive feedback (known as summative and formative assessment in educational terminology). There are different approaches according to circumstances, but the common thread is that all pupils are being assessed and supported to learn in a very direct, individual and personal manner by their teachers. Real learning is happening and is actually far more visible to me than it is during 'normal' school and I must say that I am extraordinarily impressed by the sheer range of educational activities and by the creativity and adaptability of all concerned.

The Google suite of applications is proving to be extremely versatile and in many respects we were fortunate in having all students already using Google Classroom for homework, with teacher and pupil email addresses linked into this. When the lockdown arrived, with 24 hours notice, Google Meet (Video conferencing, live or recorded), Google Docs (allowing group contributions to documents), Google Classroom (with classwork and markbook sections) and Google Sheets (allowing for collaborative live spread sheet work) were all available from the outset.

For marking, pupils upload work such as exam practice or worksheets either as digital documents or as photographs and teachers are able to comment directly into the document or write comments at the end for individual piece of work. The mark awarded is visible instantly in the markbook section of Google Classroom.

Some teachers use the livestream comments section in Google Classroom to give both grades and comments on how to improve. Language teachers work with the group on live texts and mark using colour coding schemes and they ask pupils to make short videos of themselves speaking so that they can give personalised feedback on pronunciation, accent and speaking skills.

Some teachers are also giving overall feedback to whole classes by making PowerPoint presentations of common errors and means to improve or by making videos of themselves explaining. I have witnessed live History lessons where students are constructing an essay following a scaffolding framework laid by a teacher, with the teacher commenting and 'nudging' them in real time. The final result will be an exemplar essay, very useful for exam revision.

There are other approaches that I haven't articulated here, but as a general principle each teacher adapts to what is most appropriate for their subject, age group and the characteristics of their class. The overall result of this enforced experience (indeed, experiment!) is individualised learning and a degree of personal support to a degree that I certainly did not foresee three weeks ago when this all started.

Finally, I would like to thank the teachers - this has required a huge amount of effort and they have really stepped in and stepped up to make this happen.

Wishing you all a lovely Easter break.

John Prince



National Poetry Day in England took place on 21st Saturday. To celebrate we held a Primary Poetry Competition where all students from Year 3 to Year 6 wrote poems as part of their English lessons that week. There was a fantastic range of poems which made it SUPER difficult for us to choose an over winner. We were so impressed with the effort from our budding BCG Poets. Here are the winners from each class -

Primary poetry Competition Winners

- Year 3 - Lena (Eagles) / Mia (Robins)
- Year 4 - Manel (Owls)
- Year 5 - Martin (Flamingos)
- Year 6 - Philippe (Kiwis)

As an exciting challenge for the end of our first week of school closure, Mr Smith decided to set our primary students the fun task of building a pillow fort (some teachers even took part too). We were sent some VERY creative forts and I am very pleased to say we certainly have some future architects amongst our pupils. Having looked at all the photos that were sent in, **I am very proud to announce that the 'Kings and Queens' of Pillow Fort building are -**

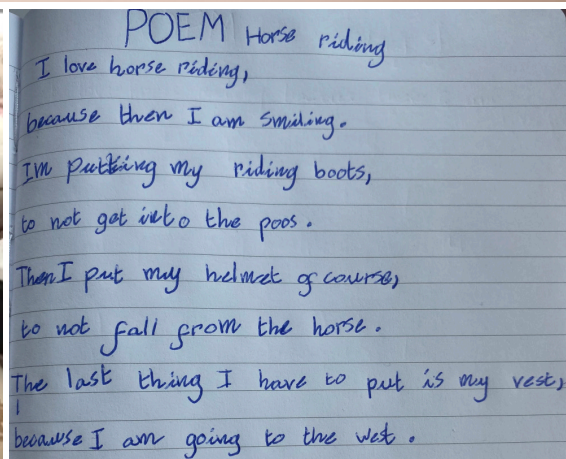
- Year 3 - Veronika (Eagles) / Lara (Robins)
- Year 4 - Tomas (Owls)
- Year 5 - Candela and family (Flamingos)
- Year 6 - Yaroslav K (Swallows)

Ms Wakelin

MUSIC

- IN MY ROOM PLAYING MUSIC
- CAN'T STOP DANCING
- IN MY ROOM LISTENING MUSIC
- CAN'T STOP MOVING
- IN MY MIND
- EVERYTHING IS FINE
- EVEN IF QUARANTINED
- REMEMBER TO BE KIND!

PHILIPPE - Y6



POEM Horse riding
I love horse riding,
because then I am smiling.
I'm putting my riding boots,
to not get into the poos.
Then I put my helmet of course,
to not fall from the horse.
The last thing I have to put is my vest,
because I am going to the west.

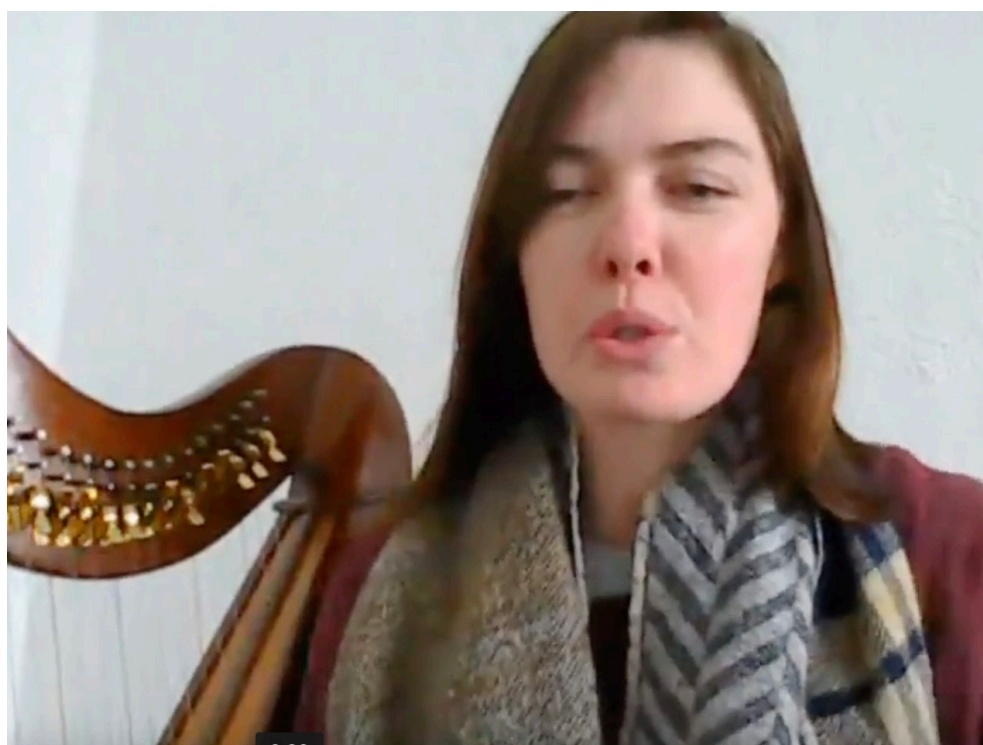
What a creative week we have all had. It has been wonderful to see the combined efforts of siblings and families, taking part in our afternoon BCG Community Projects.

From beautiful Gaudi inspired mosaics to real life performances retelling the story of St Jordi with puppets and toys (and even dogs at home playing the part of the dragon), it has been so fun to see the range of outcomes from the project briefs. It was an opportunity for teamwork and fun, two ingredients much needed in our current situation.

All of the teachers in the team have been so impressed with the dedication of our youngest learners in EYFS to Year 2 over the last three weeks. This week, as we evolved with our online learning, it has been so wonderful to see the children engaged and motivated as we have introduced more live teaching sessions. As always we will review this over the holidays to see where we can improve next term, to get the very best from the experience. We welcome your constructive feedback. With so many different family dynamics we are always trying very hard to accommodate the learning needs and situations of our students and families, be it timing issues or sharing of computers and office space. (Today I had a wonderful 1:1 lesson with a student in Tunisia who couldn't make the group morning session. Flexibility and understanding, from us all at this time is paramount.)

As we all prepare to wind down for a well deserved break, please take the opportunity to rest and recharge mentally and physically. Put down screens but pick up books, enjoy cooking, baking, singing and traditional family games, as we enjoy precious extra time with our loved ones. We look forward to what the Summer Term will bring, but for now, log off and relax.

Mrs Pilcher



Learning Intention: To create a soundscape

Success Criteria:

- I can think of sounds that are relevant to my title or poem
- I can work with my family
- I can make sounds using my voice, body, (homemade) instruments and environment
- I can arrange the sounds in a specific order to have a beginning, middle and end to my soundscape

Creative Arts

The school-wide Creative Arts projects this week in Music and Drama have encouraged the children to explore their creativity in different ways from the comfort of their own homes!

MUSIC

In the Rhythm Project pupils were asked to find instruments among household objects, and to create rhythm patterns upon which they could improvise if feeling adventurous! It is incredible what some of the students came up with. Over the Easter holiday why not ask your children to show you what they learnt, and create a band together? It's so much fun!

DRAMA

The Drama Project required pupils to think imaginatively about human behaviour, body and facial expression, personality, storytelling and characterisation through acting. This can be an ongoing project if your child discovers a love for acting!

In Primary the children are working through steps to create a character and become the character in a scene using costumes and props.

In Secondary they were asked to create a character, write a monologue, and film themselves acting it with costumes, props and appropriate set design. They were also asked to consider technical aspects such as lighting and framing. This is the start of something new in Secondary: termly monologue and duologue performances.

We are very much looking forward to giving all our pupils at BCG the opportunity to grow in confidence through acting, to discover the freedom of pretending to be someone else, and in doing so be able to understand and empathise more with a range of human emotion and behaviour.

THE BCG BIG SING



And now for our next project which will hopefully involve all children, parents and staff at BCG! The BCG Big Sing is a project which we hope will bring us together as a community through the unbeatable medium of music.

What do you have to do? You have two weeks (until 17th April) to practise one or two of the wonderful songs posted in this Google Classroom: dneskle. You will record (either video or audio) yourselves singing to the backing tracks with headphones on so we only hear you singing. These are posted on Google classroom (lyrics are also included) Then send them to Ms. Foreman (**claire.foreman@bcgava.com**). If technology cooperates, we can then attempt to put the performances together as a BCG community choir. If you are feeling adventurous, you can also learn the harmonies that I will post over the Easter holiday.

Don't be shy! You won't be heard solo, but as part of a choir. This is an opportunity for us all to be part of something bigger, beyond the confines of our homes. We hope you will enjoy singing your hearts out to these songs with your families. Music can set our spirits free!

Ms Foreman

Summer Camp Registration Open

We are excited to announce that the summer camp web page and registration is now open for BCG families. This has, of course, seen many changes in recent weeks and still has an uncertain future. However, we remain positive that in July we can offer our most engaging, exciting and energetic summer camp yet. Given the current situation, there is a 40% reduction on all prices stated on the website for our families and should the situation worsen and the camp is cancelled there will be a full refund. After the online registration is complete you will receive a confirmation email in the following days. There will be many students building energy trapped inside but we look forward to being able to harness that energy in our 'movement to the future'.

Please go to https://www.britishcollegegava.com/en_EN/summer-camp for registration or for any questions please contact summercamp@bcgava.com

Mr Pilcher



In association with





SUMMER CAMP

Movement to the Future

Learn or Improve English in workshops and projects

*The Environment
The Beach
Sport
Technology*

**29th June - 31st July
Monday to Friday
08:30 to 16:30**

Early drop off available from 8 am

Age 3 - 14
Half day or full day booking
Regular Price - 225,00€ (full day) - 175,00€ (Half Day)

To find out more and register go to www.britishcollegegava.com/en_EN/summer-camp

Carrer de Josep Lluís Sert, 32, 08850 Gavà, Barcelona | 932 77 78 99














SUMMER CAMP TIMETABLE

	08:00 to 08:30	08:30 to 09:30	09:30 to 12:00	12:00 to 13:00	13:00 to 14:00	14:00 to 15:30	15:30 to 16:30	16:30 to 17:00
Typical Day	Early drop off	Arrival and group activity	Sport/Creation Station/Scrapheap Challenge	Free time in the nature garden	Lunch and Half day collection	Projects- Gardening/Robotics/English	Free time and group activity or water games	Home time

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Open Morning For Families	On Site Activities	Beach Morning	Whole Day Excursion Sports Activity	On Site Activities
PM	On Site Activities	On Site Activities	Projects	Whole Day Excursion Sports Activity	Open Afternoon For Families

*It is important to note that all students with English as a second language will be supported in their learning by BCG staff throughout each project



Activities and projects promoted by the Spanish and Catalan Department



Throughout this week, from the Spanish and Catalan department, we have continued to promote dynamic and supportive activities, as well as very creative projects, both in primary and secondary school.

More solidarity and reflection of our students towards the health crisis

Our Primary students have also been drawing and writing thoughts, wishes, and messages of thanks to healthcare workers for the extraordinary work they are doing in hospitals across the country. Mr Sales and Ms Sadurní have received all these works and they arrived to Viladecans Hospital and Vic Hospital.



For Spanish class, the students of Y8, Y9, Y10 and Y11, under the supervision of Ms Benito, have continued to send letters of encouragement to patients with coronavirus who are isolated in hospitals. They received them and will appreciate feeling supported through their words.

As a written expression activity, students have also had the opportunity to write their own diary, where they have explained their experiences during confinement: from their daily routines to their thoughts and emotions in this unusual situation. Some of their quotes reflect that we are all learning a lot from this experience.

On the other hand, in the Catalan subject, some secondary students have also reflected on what confinement entails, the changes and limitations to which they are still adapting. Those of Y10 have recorded a video where they explain what their daily routines are and how they feel being confined at home. Y8 students have expressed it in writing. Some have even preferred to do it in a literary way, transmitting their anguish and desires through poetry.

Querido paciente,
Sé que estos momentos son un poco delicados y que lo puedes estar pasando mal, por eso te escribo esta carta. Te la escribo para recordarte que no estás solo, que a pesar de todo, de que estas encerrado en una habitación sin contacto con nadie, que tienes mi apoyo incondicional. Y solo piensa, si tienes el apoyo de un extraño, imagínate de todas las personas que te quieren. En esta situación crítica lo único que nos queda a todos es la compañía de nuestros seres queridos, y cuando te quitan eso puede ser muy duro, más duro que el mismo virus. Pero estar solo en una habitación no significa estar "solo". Verás, incluso la persona con más amigos del mundo puede sentirse solo. Usted no está solo. Usted tiene el apoyo de todos, de sus familiares, de sus amigos y de mí. Que nunca se le olvide. Saldrá de esta.
Ánimos

Querido diario:
Me hace gracia esto de escribir un diario porque de mayor podré leer esto y contarle a mis hijos la experiencia que fue vivir esto. También es divertido porque, si lo pienso, estoy contando mi vida a mi futura yo.

Querido diario:
Si soy sincera contigo, creo que hasta echo de menos el cole. ¡Madre mía!, nunca pensé que diría esto pero, como dice mi abuelo, siempre hay una primera vez para todo.

Querido diario:

En este periodo me he dado cuenta de que hay que aprovechar los momentos pequeños con la familia, porque dadas las circunstancias, no se puede ir a trabajar, entonces, los adultos que trabajan tienen que hacerlo desde casa.

Primary and KS3 participate in the artistic-literary project: Illustrated Poetry

This project, named Illustrated Poetry, has been promoted by the language teachers (Spanish, Catalan and French) and the art teacher. A large number of students from Y3 to Y6 in primary, and from Y7, Y8 and Y9 in secondary, have carried out this Monday and Tuesday, a project that combined languages, poetry, art and audio-visuals. With the collaboration of their families and using multiple artistic techniques to illustrate their favourite poem, the work that the students have given us has been extraordinary in every way. In these projects teamwork is perceived (we have seen little brothers collaborating, mothers recording...), planning and prior work to understand the poems, the preparation of the materials, and a lot of creativity and talent. You can check the school blog, where we will post the videos of this project. Congratulations to all!

Ms Pou

Cabrejats amb el confinament
Intentant tocar el vent
A dintre de casa
El temps no passa.

Esperant la notícia
Quan puc sortir a llençar la brutícia?
Impossible pensar
En altra cosa que el mar.

Això no és el cel
Tampoc l'infern
Però a la presó
Tampoc seria pitjor.

Mirant el rellotge
Tretze hores, no dotze
Però als metges hem d'aplaudir
Els que a tots ens van unir.

Aquesta lluita no s'acaba
Només comença, això pensava
Hem d'aguantar
Per als morts honrar.

La llum s'ha apagat
I l'obscuritat ha començat
Però encara que no puc aguantar massa
#Joemquedoacasa.

Per: Axel Gonzalez
Y8/ 1r ESO

Click **Here** to see
our **BLOG!**

