



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

WEEKLY BULLETIN

May 15th 2020

Dear Parents

I hope that you are all keeping safe and are now able to enjoy the limited freedom outdoors - I have finally been able to explore the local streets, having gone into isolation almost immediately after my arrival!

I was delighted this week to be able to share some very important documents with many of our Secondary students and Parents and I wanted to give you a summary here of what we have shared so it is clear for you all.

Current Year 6 children

I shared the GCSE Pathways documentation so that you are able to get an idea of what your child's Secondary School journey will look like. I have already explained how we have made big improvements to the Year 7, 8 and 9 courses and the GCSE Pathways show the options available for Year 10 and how they fit seamlessly onto a logical path to IB and then university. Next week we will be giving Year 6 students Year 7 taster lessons as part of their transition into the Secondary School.

Year 7 and 8 students

We also sent the GCSE Pathways Year 10 options to these families so they too can see what the choices would look like over the next few years-

Year 9 students

You have the information and should read it carefully as a family and then decide what Pathway you would like your son or daughter to do. Note: Drama is now an option in the Humanities Pathway. Please complete [this Goolge Form](#) by Friday 22nd May.

Year 10 students

We sent you the IB Pathways documentation for you to see the exciting offering we have for you. Ms Fenton will be sending you very regular updates directly, as well as also putting news in this newsletter.

Year 11 students

Mr Prince will be contacting you directly to discuss AL option choices, which we need to decide urgently. Currently we will be able to offer Business, English, French, Spanish, History, Chemistry, Biology and Mathematics. If you wanted another subject please discuss this with him.

With final designs for the new library now confirmed we have started ordering furniture so that we will be ready for serious studying in September!

Simon Mower

IB Update

We are pleased to announce our exciting new IB Pathways which will guide our students from their Year 9 GCSE options on to relevant and meaningful IB subject choices, preparing them for University and beyond. Alongside our staff, we are currently exploring IB courses in depth in order to guarantee a coherent and stimulating choice of subjects which will allow our first IB cohort (current Year 10s) to follow the Pathway of their choice. They will be fully supported by our amazing staff and excellent careers platform as they make these important decisions. As our IBDP project progresses, we will ensure that our Year 10 students play an active role in shaping their future education.

Ms Fenton

Arts and Humanities Pathway

International Baccalaureate



Typical University courses

- Music
- Performing Arts
- Fine Art
- Graphic Design
- Product Design
- Politics
- History
- Geography
- Liberal Arts
- Music
- International Relations
- Journalism
- French
- Spanish
- English Literature
- Classics
- Law
- Creative Writing

Typical careers

- Producer
- Stage Manager
- Artistic Director
- Musician
- DJ
- Designer
- Arts Director
- Illustrator
- Special Effects Creator
- Fashion Designer
- Historian
- Writer
- Barrister
- Archaeologist
- Museum Curator
- Teacher
- Surveyor
- Interpreter

- International Advisor
- Job in United Nations
- Job in EU Commission
- Diplomat

University and careers support

Using Unifrog, our specialist Careers and University tool you will work with your personal tutor to explore possible university courses.

Explicit support will include

Study skills
Research skills
Understanding your strengths
Selecting courses
Selecting universities
Writing personal statements
Making your application



Stagehand
Help to get things ready on set for performances in the theatre.



Interior designer
Plan and supervise the design and decoration of the inside of buildings



Historian
Research, analyse, record and interpret the past as recorded in sources.



Barrister
Provide expert advice on the use and supply of medicines and medical appliances.



Magazine journalist
Research and write news articles and features for a wide variety of publications

All photographs courtesy of Unifrog

Business & Technology Pathway

International Baccalaureate



Typical University courses

- Entrepreneurship
- Business Management
- Economics
- Sports Management
- Technology
- Accounting and Finance
- Marketing
- Advertising

Typical careers

- Businesswoman
- Manager
- Sales Director
- Import / Export Consultant
- Franchise owner
- Web designer
- Systems analyst
- Network architect
- Accountant

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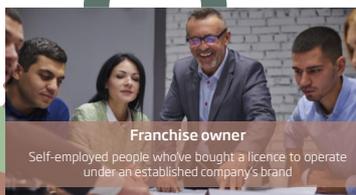
Study skills
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Business adviser
Give advice and support to help new businesses to start up



Actuary
Work with companies and government departments, to help them forecast long-term financial costs and investment risks



Franchise owner
Self-employed people who've bought a licence to operate under an established company's brand



Insurance broker
Use their knowledge of the insurance market to find the best level of insurance cover at the best price



Management accountant
Look after a company's finances and find ways to improve profitability

All photographs courtesy of Unifrog

Engineering Pathway

International Baccalaureate



Typical University courses

Civil Engineering
Robotics
Mechanical Engineering
Chemical Engineering
Aerospace engineering
Physics
Mathematics
Chemistry

Typical careers

Physicist
Mechanical Engineer
Astronaut
Nanotechnologist
Aerospace Engineer
Computer programmer
Civil engineer
Medicine
Dentistry

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Clinical scientist

Research and develop techniques and equipment to help prevent, diagnose and treat illness.



Nanotechnologist

Design and build devices and materials on a tiny scale



Aerospace engineer

Design, build and maintain planes, spacecraft and satellites.



Pharmacist

Provide expert advice on the use and supply of medicines and medical appliances.



Critical care Technologist

Make sure equipment used in the care of critically ill patients is safe and effective

All photographs courtesy of Unifrog

Environment Science Pathway

International Baccalaureate



Typical University courses

- Engineering
- Environmental Science
- Medicine
- Marine Biology
- Geology
- Geography
- Biotechnology
- Archaeology

Typical careers

- Engineer
- Medical Doctor
- Conservationist
- Zoologist
- Vet
- Geographer
- Researcher
- Archaeologist

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Neurologist

Diagnose, treat, and help prevent diseases and disorders of the nervous system.



Energy engineer

Work on the research, design and construction of power generation plants, and may be involved in drilling for gas and oil.



Climate change analyst

Research and analyse policy developments related to climate change.



Environmental consultant

Advise organisations of sustainability issues, from managing waste and recycling, flood risk and the effects of climate change.



Soil and water conservationist

Plan or develop coordinated practices for soil erosion control, soil or water conservation, or sound land use.

All photographs courtesy of Unifrog

Survival Project

On Monday, we will be launching our new and exciting 'SURVIVAL' Project. Mr Boden and I have been working collaboratively to put together interesting survival scenarios for each year group from Nursery up to Year 9. Will you be a Pirate whose ship has sunk? Will you be on a plane that has crashed into a rainforest? Will you and your team be hit by a freak storm whilst climbing a mountain? Maybe you have been shipwrecked on a desert island or maybe your science research team has been hit by a blizzard in Antarctica? Next week, pupils will find out from their teachers what survival situation they are in. The whole class will have to work together as a team using a variety of skills to attract help or better still - be rescued.

EYFS & Primary

The core subjects of English and Maths will be taught in the mornings. Spanish, Catalan and PE will also remain on the timetable. Your child will have received a Survival Project timetable from their teacher. Each class will be working on the same theme each day. This means pupils with siblings in another year group could work together. The projects will begin straight after lunch at 1.30. You will have to complete a range of activities throughout the week, using skills in Geography, Maths, English, Science and many more, in order to survive in your extreme environment. Do you have what it takes to survive?

Secondary

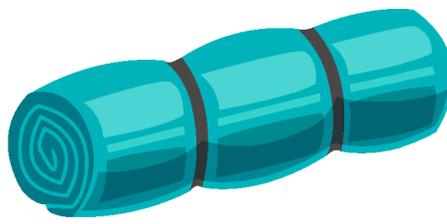
For years 10-13 normal classes will take place following the timetable. In the mornings year 7, 8 and 9 will also follow normal timetabling. In the afternoons from 14:30 to 16:20 year 7, 8 and 9 we will be undertaking a survival project:

- **Year 7** will be taking a chartered trip in a yacht across the Atlantic Ocean, all seems well until disaster strikes...will you be able to survive by choosing the correct items? Will you be able to survive on a deserted island and make it back to the mainland...and what are these strange creatures that inhabit the island?

- **Year 8** will also be taking a voyage and trying to survive on the island with the unusual creatures. Will they manage?

- **Year 9** will be undertaking all of the above with the added element of trying to morally justify their actions, some of which are a little grisly...

Ms. Wakelin



Safeguarding

As Designated Safeguarding Officer, working alongside Mr Sales (Deputy Safeguarding Officer), I would like to share some important points about your children working online. Keeping your child safe is our top priority. Whether we are in school, on a trip or learning online (as in this current situation), our job is to keep all of our pupils at BCG safe. So far, we have been impressed with our pupil's sensible approach to online learning and their conduct has been both appropriate and mature.

Please familiarise yourself with the points below:

- Ensure your child is appropriately dressed to learn. For example, no pyjamas.
- Monitor your child's conduct online. Are their comments appropriate for the task? Are their comments to their peers supportive? I will add here that we have a zero tolerance policy towards bullying, this includes Cyberbullying.
- Make sure you are aware of your child's interaction online. With our Upper Primary and Secondary pupils there is an expectation that they will work more independently than our younger pupils lower down the school, however, we expect parents to know when their child is engaging in a Google Meet/Hangout (including groups, 1 to 1 with another pupil or the teacher or whole class).
- Know when your child is using Google Meet or other chat forum to communicate with their friends outside of learning time. We cannot be responsible for the communication your child has with others outside the school hours 9am - 4:15pm (this includes breaks and lunchtimes).

We thank you in advance for your cooperation. Any safeguarding issues should be reported to Mr Sales and I.

Ms. Wakelin

Tribute to a teacher

Earlier this week I found out the very sad news that my old school teacher, Miss Maher, had passed away. She taught me when I was a child in Year 5 and she was my biggest inspiration. Miss Maher was incredible and touched the hearts of every child she taught. She instilled in me the confidence that I could be anything I dreamed to be. I knew right then that I wanted to be a teacher - not any teacher: a teacher like Miss Maher. The impact a teacher has on a child is something that is too difficult to measure. Her kindness and support have never left me.

I would like to dedicate this week's newsletter and this poem to the most amazing teacher in the world.

Ms Wakelin

Heart of A Teacher

by Paula J. Fox

The child arrives like a mystery box...
with puzzle pieces inside
some of the pieces are broken or missing...
and others just seem to hide
But the HEART of a teacher can sort them out...
and help the child to see
the potential for greatness he has within...
a picture of what he can be
Her goal isn't just to teach knowledge...
by filling the box with more parts
it's putting the pieces together...
to create a work of art.
The process is painfully slow at times...
some need more help than others
each child is a work in progress...
with assorted shapes and colors
First she creates a classroom...
where the child can feel safe in school
where he never feels threatened or afraid to try...
and kindness is always the rule
She knows that a child can achieve
much more when he feels secure inside
when he's valued and loved...and believes in himself ...
and he has a sense of pride
She models and teaches good character...
and respect for one another

how to focus on strengths...not weaknesses
and how to encourage each other
She gives the child the freedom he needs...
to make choices on his own
so he learns to become more responsible...
and is able to stand alone
He's taught to be strong and think for himself...
as his soul and spirit heal
and the puzzle that's taking shape inside...
has a much more positive feel
The child discovers the joy that comes...
from learning something new...
and his vision grows as he begins
to see all the things he can do
A picture is formed as more pieces fit...
an image of the child within
with greater strength and confidence...
and a belief that he can win!
All because a hero was there...
in the HEART of a teacher who cared
enabling the child to become much more...
than he ever imagined...or dared
A teacher with a HEART for her children...
knows what teaching is all about
she may not have all the answers...
but on this...she has no doubt
When asked which subjects she loved to teach,
she answered this way and smiled...
"It's not the subjects that matter...
It's all about teaching the CHILD."

Primary Reports

It is the time of year when we begin writing our end of year school reports. These are informed by our assessments of our pupils overall learning, effort, attitude and achievement across the year. Due to Covid-19, your child's learning journey this term has taken a more 'digital' path with learning and teaching taking place online across the school. Whilst we are making many adaptations to our lessons, we have maintained delivery of all of the National Curriculum objectives that we would be teaching at this point of the year in school. We use our continuous data tracking for each individual child, throughout the year, as well as assessments that took place in the Autumn and Spring Terms, the work evidenced in their books, their work shared online and importantly, their engagement and participation online.

We have worked very hard on the development of the school report format. It has been a collaborative effort and we are very pleased with the result. We believe this new format will provide you with an easy-to-read picture of your child's progress and an understanding of curriculum objectives and skills taught. We have listened to feedback from all our stakeholders and are confident you will have a solid understanding of what your child is able to do now and what their targets are in the core subjects: Reading, Writing and Maths. More information will follow when we send the reports out to you before the end of term.

Upper Primary

Children will not be penalised in their reports if they have not shared every single piece of work with their teacher, however, if your child has not engaged at all, this will of course be mentioned in their report. This would be exactly the same if a child was not participating in lessons in the classroom. We fully understand there are some situations and special circumstances where children have not actively participated and we will of course be taking this into account. I must say that our pupils' commitment and dedication to learning has surpassed all expectations. Obviously, the learning environment is completely different at home but it is quite remarkable what has been achieved.

EYFS and Lower Primary

For those children in EYFS and Lower Primary where playing, questioning and exploring are a huge part of the curriculum, whilst they may not have engaged fully in the online activities set, their child-led initiated play at home will have developed a wider range of skills that sometimes aren't listed on a report. It is important to realise, for all children, that there will be areas and skills that need consolidating. This is because children of this age are not robots and learn in different ways and at their own pace! Where a report indicates skills or objectives that need to be practised, teachers will build upon these in the beginning of the next academic year. The most important message is that effort, dedication and reflecting on learning are paramount for children to make progress.

Ms. Wakelin and Mrs Pilcher

Menu Recommendation

Please find NEW recommendations for a healthy menu [here](#)
And a [video](#) with a nice activity.