



BCA Newsletter

N° 21 / May 13th 2022



LANGUAGES AND CULTURE

We continue to strengthen our communication routes, and I am pleased to announce the launch of our [new public website](#), with fresh content and images. From our Primary and Early Years parents, we have recently asked for feedback on the roll-out of the Seesaw learning platform, and have been very pleased with the overwhelmingly positive reception, along with suggestions for further improvement. Over the coming months we will also improve our Parent Portal so that it is more useful and accessible for documents and data for internal use rather than the public website. We also have a number of announcements later in this Newsletter, including a request to complete an ASA survey, and information about the revised structure of the school day from September 2022.

Language and Culture

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."

Nelson Mandela

The theme of Newsletter No. 21 is a celebration of learning in languages other than English at BCA. We are very lucky to have such a multilingual student community and we are proud of what all our students bring to the learning environment. Our multilingual context adds unique breadth and depth to our curriculum and the learning experience.

Just under a hundred years ago, there was a great debate in Andorra. Should the road from France be connected to the road from Spain?

Whilst in Andorra in 1928, the British travel writer and cyclist Bernard Newman met the President and members of the Consell General. He described access to Andorra and the question as follows:

"From France the road has been constructed in a rough and ready fashion as far as Soldeu, which you can reach if you have a good car and a very good driver. I would recommend no one who is not a really good driver to attempt the Envalira pass. There, a second's fluster or carelessness would mean disaster. From Soldeu, a mule track leads to Encamp"

From La Seu d'Urgell, the other road went only as far as Encamp.

"The question of the construction of the road between Encamp and Soldeu will probably agitate Andorran politics for some years to come. If the road were completed, Andorra's seclusion would be gone forever... It is often asserted that the Andorrans

have opposed construction of roads because it would interfere with the smuggling traffic. This is picturesque, but absurd.

Since it is so easy to reach from the Spanish side, rich Spaniards from Northern Spain pay flying visits in their cars, a visitor is no novelty – the capital will have as many as a dozen a week. Perhaps we would do better without a road through Andorra?"

From 'Round about Andorra', 1928. [Source](#)

Somebody took the decision, the roads were joined, the Catalan and French languages met somewhere in the middle, and ready access was provided for Spanish and English tourists and business people. Andorra's relative isolation was over and its path to an international and intercultural meeting point was set.

Cultures and languages also meet at BCA. In addition to whichever home language students bring with them, Catalan, Spanish and French are taught to all students from Early Years until the end of Year 9, after which Catalan remains compulsory, but Spanish and French become optional, in order to provide time for further acceleration in English proficiency. Students develop their skills and confidence in Reading, Writing, Listening and Speaking, and these activities are central to the curriculum in all year groups. There is a planned progression from the first steps in language acquisition (Catalan, Spanish, French) through to sophisticated language and literature analysis. Students are provided language skills and help them to achieve academic success. It is therefore not unusual for our students to speak three or four languages fluently, and this helps to meet one strand of our BCA definition of High Quality Learning which is that it [promotes intercultural understanding](#). To provide authentic contexts for language learning, especially in Catalan, we have made a positive move this school year to take part in educational events organised by the Govern or other local agencies, such as the National Dictat Competition, an Anti-Bullying event, a Women in Science and Technology event, as well as our ongoing collaboration with UNICEF Andorra and the Creu Roja.



Mr Harry Lock
Principal



Cygnets

Following on from the recent 'Sant Jordi' topic', and because Cygnets were practising words beginning with E, last week they made swords and wrote ESPASA on the back.



Kingfishers and Eagles

In Catalan lessons students are learning about festivities and traditions. Children also use the Catalan book and the Formació Andorrana file to strengthen their learning. The classes work in groups, learning, playing and cooperating with others.





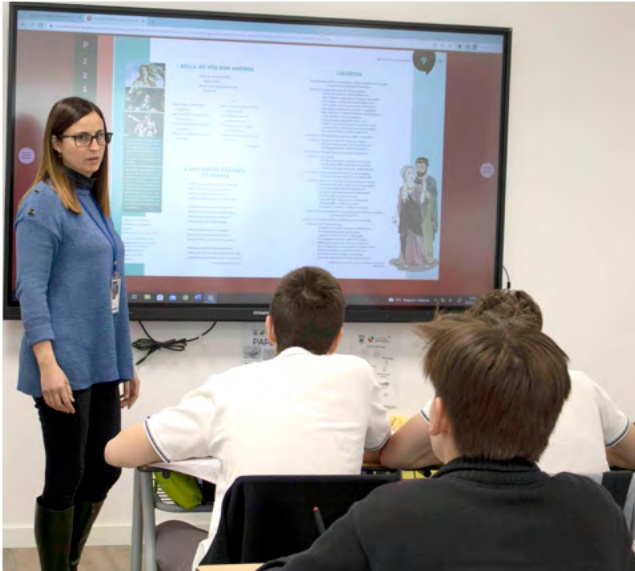
OSPREYS

In Catalan, we usually produce written expressions related to the topics we are working on in class. In this case, the Y9 students have been studying the instructive text and to put it into practice they had to write a recipe. Some of them made them at home and delighted us with their dishes. Learning like this is a pleasure!



Catalan Literature - Harriers

We start reading in Catalan even in the Early Years, but it is in Year 10 when we introduce the study of the history of Catalan literature and we get to know authors such as Pere Calders, Ramon Llull, Pere Serafí or Joan Ramis in more depth. Although it is not always easy to understand their texts, we are amazed to see how Catalan has evolved since its origins.



Catalan as a Foreign Language - Harriers

Those students who come to our school in Secondary who do not have Catalan or Spanish as their mother tongue follow a special language acquisition programme adapted to their needs. These classes usually have a small number of students, which accelerates and optimises their learning. Nevertheless, there are classes in which mother tongue and language acquisition speakers work together and learn from each other, with differentiation of tasks by the teacher.

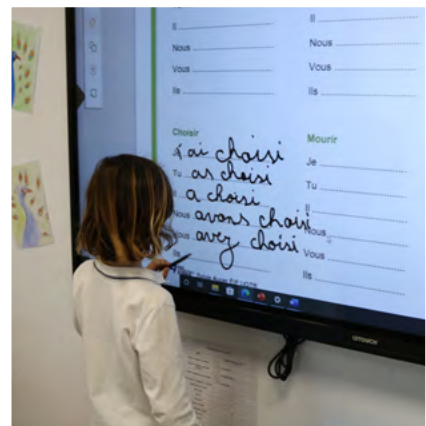


Hawks & Peacocks

This term's project with Hawks is to build a songbook related to the environment. They are currently working on the song 'C'est de l'eau' by Les Enfantsastiques.

Through this project, they work on vocabulary, grammar, and verbs. During this session, the Hawks researched the names of the song. They are using different processes to promote language learning. The linguistic objectives are the lexicon of the song and the phonology related to the song.

Peacocks' project is to build a songbook, in connection with daily habits. They are working on verbs, and different tenses, matched to the students' different levels in the language.. They are using different strategies such as games, songs, and writing tasks.



Falcons

At BCA we try to adapt our teaching to every student, personalising the learning. In the Year 8 French class, there is a wide range of experience and readiness with the language. Teaching is differentiated, so that while some students complete comprehension activities and prepare for the A2 level, others practise vocabulary and simple phrases.



SPANISH

Primary

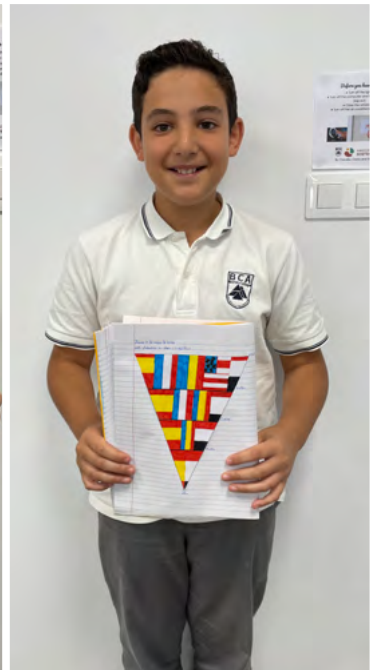
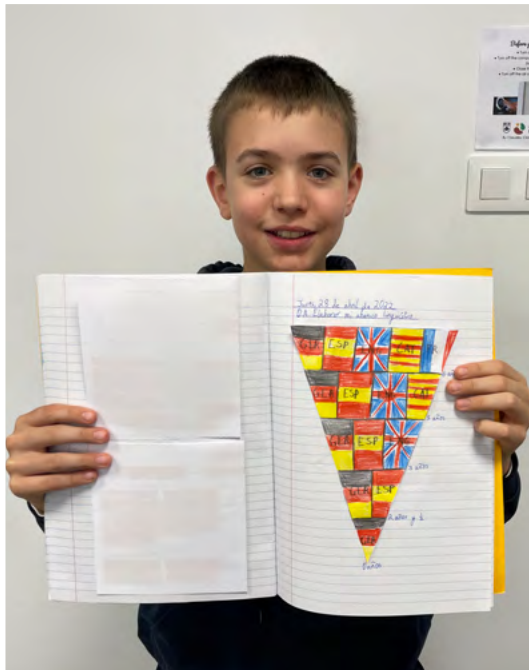
Primary students have been using the story of “Jack and the Magic Beans” (in Spanish) to support their learning. After hearing the story, Penguins focused on the plant cycle order. Owls have been reading simple sentences related to the story, meanwhile in Robins students wrote short sentences about the pictures in the story, and then composed an alternative ending.





Secondary

In Year 7, during their Spanish classes, students produced and presented their 'linguistic fans', an autobiography of the languages they speak. In school, we are lucky to have different nationalities, and this allows us all to be exposed to multilingualism, and all its benefits.



School day from September 2022

The revised school day has a single purpose: to benefit student learning.

Supervision after the end of the school day will continue to be provided until 17:00, for those parents requiring it.

There are no changes to the beginning of the school day.

The revised timings bring us in line with our sister school, The British College of Gava, where it works well, and closer to the school day seen in the British System. We believe that the reduced length of the school day will benefit student wellbeing, especially in the Early Years and Primary. The time now created for teacher professional learning and collaborative planning will, cumulatively, allow us to take the learning experience to the next level.

Early Years and Primary

- Parent pick up at 16:15 instead of 16:40.
- Supervision by monitors from 16:15 until 16:30, or until 17:00 for those parents requesting it (each day or occasionally)
- Students on the school bus by 16:30 (departs 16:35).
- ASAs begin by 16:45 (currently 17:00) and finish earlier.
- Teacher Professional learning and collaborative planning from 16:30-17:00
- Primary: morning break remains 30 minutes, lunch break reduced from 60 minutes to 50 minutes, afternoon break reduced from 30 minutes to 20 minutes.

Secondary

- Parent pick up at 16:30 instead of 16:40.
- Supervision by monitors until 17:00 those parents requesting it (each day or occasionally)
- Students on the school bus by 16:35. Departs.
- ASAs begin by 16:45 (currently 17:00) and finish earlier.
- Teacher Professional learning and collaborative planning from 16:30-17:00
- No afternoon break.. On two days, an extended lunchtime allows for a range of clubs and activities. All students participate.

Events

We are very pleased to announce or remind you of a number of upcoming events:

- Monday 23rd - Friday 27th May: Secondary Activities Week to Sitges, Gava and Barcelona.
- Monday 30th May - Wednesday 1st June: Environment Week- in class and outdoor learning experiences.
- Thursday 9th June: Whole School Sports Day, 14:00-17:00 (Estadi Comunal).
- Monday 13th June & Tuesday 14th June: Primary Show. Parents are welcome to attend. The schedule for each day will be announced.
- Wednesday 15th June: Transition Day (all classes up to and including Hawks)

Details will be shared by email, or in Primary by class posts (Seesaw).

Reports

Reports will be issued in the last week of June. As these reports are issued at the end of the school year, they will be more of a summary and suggested next steps/targets for the next school year, without the detailed commentary of the two earlier reports issued this year. The class teacher or form tutor comment will provide an overview of progress in academic, social and emotional development. The next parents' evenings will be held early in the new school year, commencing in September. We are currently reviewing our annual schedule of reporting and parents evenings, to ensure they all come at the best time of year to support student learning and improvement.

Staffing changes and assignments for 2022-23

Any changes in staffing, and the class assignments of teachers for next year, will be announced by the Transition Day (mentioned above) of 15th June.

After School Activity Survey

We encourage parents to complete this [short survey](#) which will help us to evaluate our current ASA offer, and identify demand for additions. We are grateful to the parent representatives for this suggested action. We will publish our ASA offer for next term as early as we can.