



NEWSLETTER

Secondary School

December 2020

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KS3-5 news and updates as we approach the end of term one

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Message from Mr. Wicks

As a community I have been very proud of the way each and every member has stepped up during this “global pandemic” and taken the necessary measures to ensure the health and safety of their friends and colleagues - the almost 1500 people that make up the KCA family. Teaching, and learning, in masks is an alien and unnatural process that staff and pupils have adapted to quickly. But adapting to it doesn't make it any easier to live with five days a week throughout an entire term.

Whilst our pupils and staff have gone about their normal business, it's worth stopping to think how this “normal business” has been so dramatically affected. Wearing masks for eight hours a day non-stop, regardless of how crucial it is, is no easy experience for anybody concerned. Couple this with cleaning tables and chairs with antibacterial wipes in between pupils; teaching pupils online and live in the classroom at the same time; adapting lesson plans on the fly to ensure activities keep everyone safe and account for the rapidly fluctuating number of pupils joining over the internet; having to significantly reduce the physical activities available to pupils including PE

Message from Mr. Wicks



and trips, yet constantly looking for creative alternatives to provide worthwhile experiences for our children; enforced cancellation of the usual “fun” activities that also add so much to the fabric of school life; not to mention not being allowed unfettered and close contact with friends and colleagues and having to eat behind plastic screens, 1.5m from our friends and classmates! All of the above has put enormous additional strain on everyone in school yet you’d be hard pushed to notice it. Staff and pupils rarely complain, behaviour has remained exemplary and attitudes are unfalteringly positive and cooperative.

In this newsletter, Mme. Maire discusses some of the unforeseen benefits that the pandemic and the lockdown have brought to our pupils in the form of soft skills, like resilience and independence, that maybe wouldn’t have developed as quickly had we not lived through the last ten months. It is said that challenge and adversity often make you stronger and, as a small glimmer of light starts to appear at the end of the tunnel, I think it is worth reflecting on how we have benefitted from the ordeal we have collectively lived, rather than focus on the annoying and obvious ways in which it has made our lives more difficult. After all, “the optimist sees opportunity in every difficulty”, according to the very wise Sir Winston Churchill.

So with the above in mind what have we learnt since Coronavirus started to reshape our lives? Most importantly, for me at least, is to be grateful for what I have and not ponder what I don’t have. Not a mind-blowing concept, and it possibly sounds a little trite and uninspirational, but it is the one thing I go back to time and time again as I think about life since March. For the first time in my almost 50 years on this planet I have realised that what I have, what I hold dear and what is important to me is hanging by a thread, a very delicate thread that could break at any time.

Long flights to exotic lands and far away places are no longer important: my parents are elderly and live in the UK and this pandemic has meant I haven’t seen them or my sister for over a year; that’s more important than any holiday to far flung shores. Always meaning to visit my in-laws over the weekend but rarely making it: my father-in-law sadly succumbed to the disease and we

Message from Mr. Wicks

never had the chance to mourn together or comfort him as he died alone in a hospital struggling to cope with the volume of critically ill patients it faced; enjoying the short time we have together as a family and cherishing those moments have been sharply focused for me. And something I'm sure we're all too guilty of - sitting on the sofa with loved ones, engrossed in some electronic device and simply "existing" together rather than sharing, talking and making memories to cherish each and every day.

Christmas, and New Year in particular, allows us to press the reset button on our lives and think about what we are going to do differently next year. In Britain it's traditional to promise to do something as you welcome in the next 365 days, but one half-hearted attempt to change my life in some way when it has already been so profoundly changed by global events and personal circumstance seems pointless. No, instead of a one-off resolution to eat less, exercise more or drink less wine, I am going to make a concerted effort to be thankful for what I've got and focus on the good things that happen in my life. So my plan this year is to sit down each week with my family, reflect on just that, write it on a piece of paper, fold it up and pop it in a jar. That means next Christmas, or when times appear to be getting really tough, we can open the jar, relive those memories together and be reminded and grateful for those good times we have had each and every day of our lives.

To get the ball rolling, as I end this introduction, I would like once again to express my gratitude to the KCA community. I would like to say a really heart-felt thank you to our pupils and teachers for all they have achieved this term and for having the drive, determination and strength of character to do it all with such good spirits. You've most definitely earned your holiday this Christmas and I wish you and your loved ones a happy, restful and, most importantly, safe and healthy festive season. I'm sure we all enter the holiday period hoping that 2021 brings with it hope for a return to the "old normality", at least to some degree and with a little more wisdom!



Head of Middle School



MME. MAIRE

Subdirectora de Secundaria

Despite the sun shining and the summer feeling brought to us in school by the PE department and their Crossfit Challenge in November, I cannot believe how quickly time has flown and that the Christmas holiday is just around the corner. While we are still working hard and maintaining our high standards right until the end of the term, it is fair to say that pupils in Key Stage 3 are already getting in the spirit of the festivities. Our older pupils in the Upper school are currently busy putting together a Christmas Fair for the last day of school and meanwhile, Year 9 are preparing their Christmas assembly, Year 7 are organising Covid-19 regulated Secret Santas for form time and Year 8 are actively coordinating their final form time activity of 2020.

As festive joy will spread fast and wide around the school building during these last two weeks of term, we will also encourage our pupils to reflect on what has been a unique year for all of us, a strange one for most but also, sadly, a difficult one for some. We will encourage our pupils to reflect on everything they have gained in their first term in school after an unprecedented 6 months away from KCA but also reflect on their whole year and intend to focus on the positive that has come out of the first pandemic lockdown of the 21st century.

Whilst a great part of 2020 was synonymous with isolation, uncertainty, upheaval of our normal routines, not to mention grief and loss for some, I would like to explore the other side of the coin, what our pupils gained and how they came back stronger last September with a secure set of new skills, without even realising it.



Resilience

Probably the most important skill of all, the ability not to give up when the going gets tough. We witness this daily with our onliners who attend their lessons, often with the added challenge to be in a different country or time zone. During lockdown our pupils showed resilience by logging in every morning and giving the school their best attendance figures with over 98% attendance as an average during lockdown online learning.



Adaptability

Once again pupils have impressed us in that area, they have shown great flexibility inside and out of the classrooms. Our rules, our classrooms, our dining hall, the playground, the lockers and even the way that lessons are delivered all changed and our pupils have adapted to their new environment and routine quickly and effectively, keeping a smile on their faces behind their masks.



Communication

Video conferencing replaced face to face teaching in the classroom for a while but also faceless texting on the phone outside the classroom. Our pupils have rediscovered the pleasure of face to face communication with friends and family and found creative new ways of communication.



Teamwork

Covid-19 regulation has not stopped it only just made our pupils more creative in their approach. Google classroom allows for a wealth of collaborative situations and our pupils are becoming experts in remote teamwork, the best example of this are their weekly assemblies which are a credit to their collaboration and creativity.



Problem solving

During the final weeks of November, pupils have submitted their plans for their festive assemblies or last form time session of the year. All three year groups handed in a carefully planned festive programme that solved a range of issues from "how can we organise a Secret Santa that respects the Health and Safety regulations?" to "how can we organise a festive assembly that gets everyone involved and follows covid-19 directives?". They had a solution to every problem proving everyone that "when there's a will, there's a way".

All the skills listed above are part of what is described as soft skills, which are highly desirable skills for university and most importantly, employability. Hard skills represent the knowledge, academic or technical, while soft skills regroup all the "people skills". These are becoming increasingly sought after in the working world. There are many more than the list above and in term 2 we will start working formally on developing these skills during our Wednesday afternoon tutor sessions to make sure our pupils become balanced young adults who can cope with the challenges of the world of work.

Wishing you all, in advance, a happy Christmas time with your families and friends and the best in the new year to come as we finally say farewell to 2020.

MME. BELNA
Head of Year Seven

Organisation and revision strategies for exams

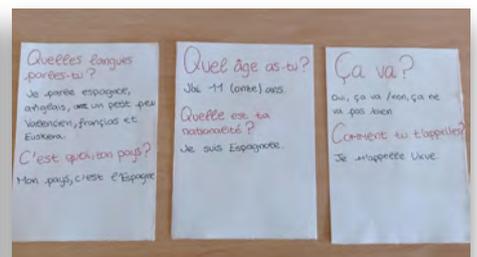
It has been another very busy month with various activities and events happening in Yr 7. It has been so pleasing to see this month our Year 7 pupils fully settling into their routines and getting used to all the changes that Secondary School brought to them. The highlight of this month for Year 7 has of course been organisation and revision strategies for the cycle of tests. For a month now the pupils have had their cycle test. Every Wednesday, the students have a 45-minute test in one of the core subjects of their curriculum: Science, Spanish, English and Mathematics! The pupils are learning to organise themselves with the weekly cycle tests. We have had the opportunity to talk to them about planning revision as well as revision strategies.

Finally it is my pleasure to share with you below the highlights of the past month, including assemblies, fantastic work in Spanish and French, student and form of the month, teacher's comments and some fantastic competition in Maths.

How should Year 7 students start their revision?

As a parent, you're probably wondering how to encourage them to take responsibility for revision and get into good habits in year 7 and for the years ahead.

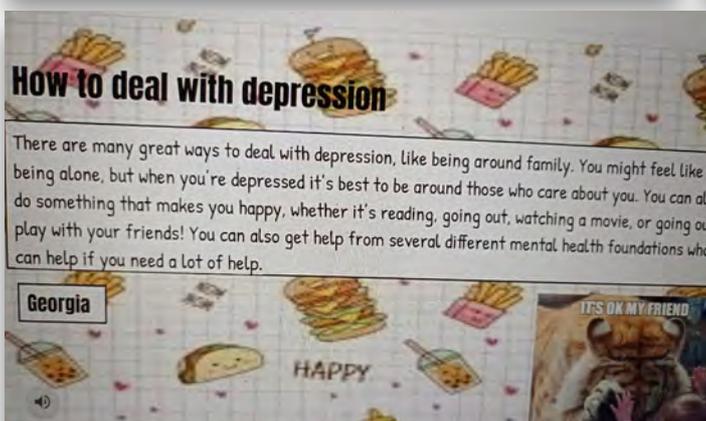
Many students assume that revision simply means reading through their exercise book or text book once or twice and that will be sufficient to remember and understand all the details. However, reading is a very passive activity and it's important that your child uses effective revision techniques in order for the information to stick such as flash cards, revision posters and mind-maps, post-it and sticky notes, powerpoint presentation...They may want to use other revision strategies like teaching someone, testing themselves...Here have a look at some beautiful examples of revision strategies in Year 7:



Year 7

Year 7 Assemblies

This month, I have been really impressed with some wonderful assemblies on the story of Guy Fawkes-Bonfire Night (7C2), Back to school (7S1), Well being (7S2) and Sports (7C1). The students have worked very hard for their assemblies as they would for any other subject. They use many different formats such as dances, songs, slides, presentations as well as interviews to other students, primary and secondary teachers and our Executive Headteacher Mr Blaikie. It is an excellent opportunity for the students to create, imagine, organize, delegate and take ownership. Moreover, the quality of the English language is of a very high standard. The assemblies demonstrate the degree of commitment and enthusiasm of the students and this is confirmed by the tutors. Well done.



Year 7

French: Voki Project

As part of the Year 7 curriculum, students are learning the French language. They are discovering the basic lexical items and expressions in French and by the end of the first term, they are already able to introduce themselves and talk about someone else. We are proud to see how much they have learned in nearly one term and what they can already do in French.

This month, the students have worked on the VOKI website. VOKI is a website tool that allows the students to create their own avatar that speaks and says whatever they want it to say in French. They have been very enthusiastic about using the programme by creating a customized character, choosing accessories, background and adding voice to their Voki avatar.

It is a fun and great way to introduce technology in the classroom, to motivate students to participate and to continue stimulating content taught by entertaining characters. The students can show their knowledge and receive teacher's feedback. It's a good way to improve their writing and listening skills.

Please, enjoy some VOKI creations !!!!



MATHS: TimesTables Rock Stars competition

We are very excited to announce we have a weekly competition starting from 9:00 Monday morning to the following Monday at 9:00 for Y7 forms. Accuracy is key and all students can take part!! The form with the highest average correct per player will be the winner and there will also be top player in the form as well as top 3 in the year! Timetables are crucial for a variety of maths topics, including proportion, fractions, algebraic and also in other subjects like science and humanities. In the maths department, we are proud of our students who put in practice, taking the time to make sure they are accurate.

7K are currently in the lead but there is all to play for over the weekend!! Thank you for supporting and encouraging your children to participate in the competition. Also there will be competitions coming up for problem solving!

Congratulations 7K who got the highest average correct per player !

Don't hesitate to have a look at the Maths KS3 site. There are loads of videos and resources for our SOW as well as the plan.

Click [HERE](#) to open



Year 7

Lengua: Website Project

I am also really impressed by the work in Lengua. The students have worked collaboratively on a website project on different topics. The students are proud to share their work with you. Please, enjoy an example of a fantastic website project.

Dear parents,

Our team invites you to read our sociales project that we have worked a lot on and we have studied it little by little with great concentration and intrigue. In which the team has worked a lot to teach our work, the team is made up of Uxue, Hugo, Sergio, Alex, Riley, Chenhao, Paula, Haris, Albert and Eva. We would be delighted to invite you to see our website all about the Spanish revolution, thank you for your time! Hope you'll enjoy it!

Kind Regards

Hugo, Uxue and Sergio from 7C1



Student and class of November

Congratulations to **Uxue Cuadrado Alamán** for being the student of the month in November. Uxue has shown how hard she has worked, how much effort she has put into her subjects. Moreover, she has shown that she is an excellent classmate, helping and motivating her team members despite the difficulties she has encountered. A fantastic example of leadership and companionship. Well done, Uxue !

Congratulations to 7C for having achieved 353 positive comments demonstrating a very good learning attitude and enthusiasm towards their subjects.

Comments from teachers

It has been another month with many positive comments from teachers. Please see some examples of wonderful comments on Good Use of English, Good work, concentration, working hard and excellent attitude.

- Came to the front of the class and explained how he came to a solution! Very impressive! (Ms Pepper)
- All speaking English really well while completing exercises. Really great use of the language. (Mr Webster)
- For writing the script and song lyrics for our assembly (Ms Wainwright)
- Excellent use of English for the letter home from the South African gold mines.(Mr nutter)
- Worked really hard on the crossfit challenge - completed the next level. (Mr nutter)
- Well done on giving your first speech (Mr Quinton)
- Excellent contribution to the PSHE on Decision making (Mrs Malpart)
- Excellent watercolour work. Also moved on to extension task. (Ms Puyoan)
- Very focused on the task, working very well and politely in groups. (Mrs Sánchez)
- Great performance in Sociales pushing, helping and encouraging his team despite the fact that there were some problems. (Sr Galvañ)
- Explained interest rates in PSHE extremely well, giving an example to make her point clear, very impressive (MS Pepper)

News and Updates

Year
8

MS. PUYAOAN

Head of Year Eight

Taking the Lead

The Christmas lights have been turned on in town, and children have started singing carols. Christmas is coming but it's not quite here yet. We have still been busy working on student led projects, using problem based learning. As students who are no longer new to secondary and heading into year 9, it is important they learn to work independently and to be resourceful. They have worked in groups to identify key areas they would like to improve or develop in their school life. After having identified these areas, they have independently created relevant and useful research to fill gaps in their knowledge to help them create a plan of action. This has been a great project to help their research and problem solving skills. They have also worked as a whole year group to gather information. Here are some of their ideas.

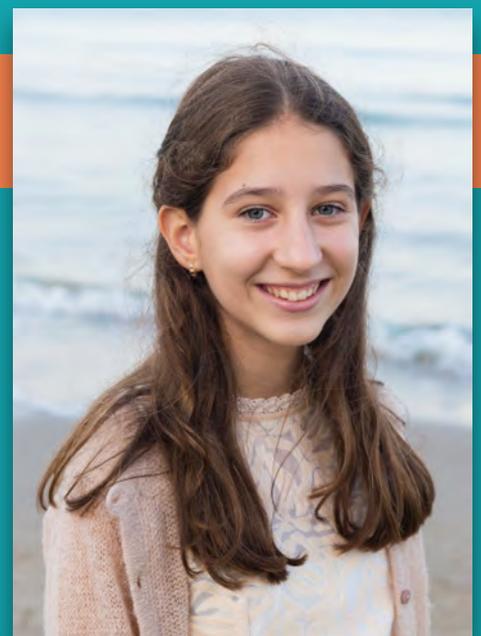


Julia Fuentes Membrilla and Paula Garberí López decided to create a series of advent activities to complete during Christmas in order to create a little Christmas spirit to end what has been a difficult year for many. They set up a Google Classroom to promote their idea, as well as these beautiful posters.

Month in the Life of a Student by Paula

Paula suggested including a 'Month in the life of a student' in the newsletter. I thought this was a great idea, so I asked her to write the first one. Well done Paula!

'Mostly my experience at school is fascinating. I get to speak and debate some ideas we have planned with my class. I get to support and develop my classmate's ideas. I really like this opportunity as I think the school could make a lot of big developments that could benefit us in a radical way. When my classmates get to ask if I could present their ideas I feel really good because I think students must be heard and must present their ideas as a small change could lead to something big. This is mainly because teachers sometimes do not know the concerns of the students and together we could all improve the school.'



Finally, I would like to congratulate Irene Ruiz Viciano 8K and Sergio Casado Payá 8A for creating prize winning Halloween ghost stories. I am extremely proud of year 8 students winning KS3 prizes. And last but not least, well done to all of 8A for winning the award of Timetable Rockstars this week!! As you can see, although Christmas is near, the students have continued to work with a positive attitude and keep up the same level of work as they did at the start of the year. An impressive month. Well done year 8!

Year 8

Students of the Month

Congratulations to Noah 8C and Pablo 8A who have both been nominated for student of the month. Here are some positive comments made from their teachers.



Noah

From Ms. Velikova: He is very focused, paying attention and always participating actively during the lessons. I am sure he will keep working like this and I am happy that he likes and enjoys French.

From Ms. Doyle: Noah is always cheerful in the mornings and always has kind words to say about others. He is enthusiastic about learning new things and works independently in lessons. He has achieved 68 positive comments. A good all round student and friend.

From Ms. Cascallana: Noah is a conscientious, hard-working and a self-motivated student. I am very happy to be his science teacher. He puts forth his best effort into assignments. He really enjoys science and shows a lot of curiosity about the subject. I hope he continues working like this in the months to come.



Pablo

From Ms. A. Pepper: It is a pleasure to have Pablo in class because he is always so keen to get involved and offer answers, and he isn't afraid to get it wrong and try again! The mark of a good mathematician is perseverance which Pablo demonstrates.

From Ms. Murray: He has been outstanding in Drama and gave me goosebumps last week when he explained the nature of conveying meaning and revealing character through non-verbal techniques and devices!

From Ms. Soler: Pablo is a very motivated and creative student in Lengua. He always participates in every lesson. Besides, he created a really nice Poetry and he did a deep and interesting analysis of Miguel Hernández poems. I would like to congratulate him for his motivation, hard work and for being a wonderful example of motivation.

LGBT Community Awareness

WHAT EVENTS CAN WE HOLD?

The school can hold a day filled with activities and events to raise money to give to charities that help the LGBT! Students can come in wearing the colors of pride flags, we can sell flags and pride related items and create an environment where people feel safe.



Ed Robertson, Natalia Fuenmayor Briceño and Raviya Bakiyeva from 8C created a presentation about how we could help raise awareness for the LGBT community, "It's important that as a school we show our support for those who may be seen as "different", when in reality they're just people that deserve respect and support".



SR. GALVAÑ

Head of Year Nine

Dear families and students, I am pleased, once again, to welcome you to our monthly newsletter. This month has been very rewarding due to the amount of work and projects that our Y9 students have developed and through which they have broadened their horizons of knowledge. Personally, I have to say that their dedication, effort and attitude to face the challenges of the day to day are exemplary and of which we are very proud of. Our students fight every day to overcome themselves and achieve the objectives and learn the required content.

There have been many activities in different subjects and all of them have met the expectations of our students by making them participants and being the main characters of their own learning. I would also like to acknowledge the effort that our educational community makes to plan and carry out such a task.



Annas in 9A describes this month as follows:

"This month has been both exhausting and exciting. Nevertheless, it has fulfilled our expectations to the point where every class has been more exciting and interesting. Starting off with Lengua. At the start of the year, we are really anxious about how hard or what types of exams we would be having. However, over the course of October and November, we have eased our anxiety away with very fun projects and fun activities such as doing Kahoot quizzes for the rest of the class or research projects in groups that take a couple of classes. These kinds of activities have led us to a fun and entertaining way of learning new things. Coming up next is English. English is a topic where you would normally be learning grammar rules, doing grammar exercises and reading complex incomprehensible books. That is our automatic reply, but here at King's College Alicante, we do it the fun way while still keeping the learning on point. We have had a couple of projects, which have drastically improved our English level"

A sample of all the above is what our students have been doing throughout the month. This month in Geography they have carried out a project on the effects that tsunamis or earthquakes can have on the Earth. Mr Evans divided the class into groups where each group had to start an investigation on the catastrophic effects of Tsunamis and earthquakes. Kenia Camacho tells us about the activity done by her team: *"My group did the Japan tsunami and earthquake called the*

Tōhoku, this impressive event became the most powerful tsunami and earthquake ever recorded in Japan since 1900" If you want to know a bit more about this tragedy do not hesitate to check their presentation.



Year 9

As you well know, this course we have Public Speaking as a new subject with the objective to give our students the necessary skills to speak in public. We know that public speaking is an essential element for the future of our students and we are sure that with the help of Mr Turner they will improve those skills. This month, our student María will tell us about the work they have been developing in this exciting subject:



María in Year 9A: *"Public speaking is a new subject. The objective of this subject is to be able to be more comfortable giving a speech in public. We have already had a few lessons. So far, we have been learning how to prepare a speech. We have talked about the layers that a speech should have. Last week, for example, the whole class performed in front of everybody. They had one minute and a half and talked about themselves. After that, we analyzed their performance. When we finished, we had started to write another speech about an animal. Overall, this subject is very useful and helps to develop your skills in speaking even though some students are not that comfortable performing in front of everyone"*

In Lengua, the 9S class has developed a very interesting project where new technologies have been included as a means of union between conceptual and procedural contents referring to literary genres.



Paula in 9S: *"In Lengua, we have had a creative approach to the literary genres unit. Our teacher proposed us to create our own website or blog, with information and personal opinions about each genre as well as recommending our favourite books and novels. Here is [the link](#) of our project, which I've created collaboratively with Vladislava Tanova"*

Animal Farm

In English students are creating diary entries for characters in the novel we are studying; Animal Farm by George Orwell. They said that "It is very interesting to do this as you develop skills in your writing (structure, quality, descriptions, grammar) and we can recheck our learning on the novel and make sure we are up to date and remember details about characters". Paula also wanted to share that what she most likes about the novel is how they can infer so much from the text; an allegory towards Communism and the thoughts of George Orwell about the matter. This means they are also learning about politics.



George Orwell, pseudonym of Eric Arthur Blair, (born June 25, 1903, Motihari, Bengal, India—died January 21, 1950, London, England), English novelist, essayist, and critic famous for his novels Animal Farm (1945) and Nineteen Eighty-four (1949), the latter a profound anti-utopian novel that examines the dangers of totalitarian rule.

Year 9

Without a doubt, Physical Education has also become one of the star subjects at Y9. Throughout this month the P.E. Staff have been leading different physical activities such as running and CrossFit competitions where they have competed online with other international schools around the world like Madrid, Murcia, Gran Canaria, Baharain, Riyadh or Cairo. Our students have also managed to enjoy the sports practice of paddle tennis in a place other than school always following the COVID restrictions and security measures.



On the other hand, I would like to share with you the assembly led by 9A. Although there were a few incidents in its development, the students put a lot of hope and effort into finding information from November that, personally, has surprised me a lot. In the presentation, it can be seen that there is always a reason to celebrate any event and maintain a positive spirit despite these harsh circumstances.

Likewise, we must also celebrate the success of our students, since, in order to achieve the objectives set out in each project, it is necessary to show a series of values such as teamwork, solidarity, daily effort and dedication. As Pat Riley (Ex NBA player and coach) said *“Great effort springs naturally from a great attitude”* and our students are a clear example of these words. For all this and for being a role model for the rest of the students, I would like to congratulate Paula Albeza Sarrió from 9S for being the student of the month for November. Similarly, the best class this November was 9S with a total of 448 positive comments which is amazing.

Finally, I would like to thank you for all the effort and support you make with your children from home since, without you, our work at school would be meaningless. Thank you for your attention.



Head of Upper School

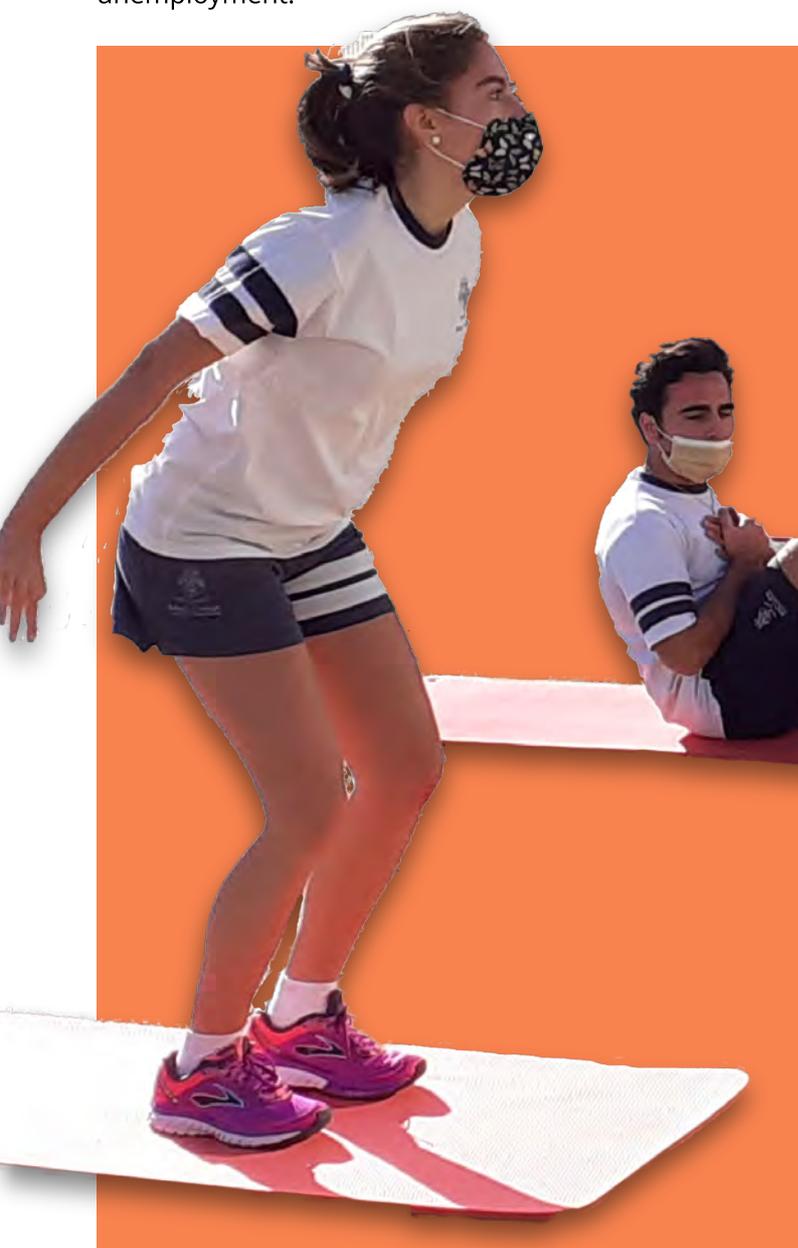
MR. HAYES

Subdirector de Secundaria



Reflecting on the past year

Another busy month across KCA, which has seen Year 11 students sit their iGCSE mock exams. A huge thank you to the students for their co-operation and for the very diligent approach. I hope that your child will be receiving their results prior to the Christmas break so that they can set out an action plan and use the holiday time for some study as well as some rest and relaxation. Years 12 and 13 have had a very active month, participating in the 'Cross Fit' challenge, and spending time outdoors at El Palmeral. Once again this month I have been visiting lessons, including a Year 11 French lesson, where students were engaged in varied activities around the theme of the world of work. In a Year 11 Economics lesson, the topic being studied was supply and demand, and students were considering a range of scenarios. I was very impressed with the Year 13 students in a German lesson earlier this month, where they were debating a range of social issues such as immigration and unemployment.



As we approach a very different type of Christmas this year, I hope that we can still, in school, enjoy some of the usual festive events, albeit with some changes to comply with the COVID-19 regulations. I also hope though, that over the break, the students will take time for some rest. We have had a long and tiring term, and when we return in January, students in years 11 and 13 will need to work hard as we race towards the end of their taught examination courses, and they will sit another round of mock exams in the spring. In addition, Year 11 students will need to put some significant thought into their future plans as we embark upon the sixth form options process, and we have a range of events and activities prepared to ensure students are well supported and guided with this, including our careers week (from 22 February). Year 12 students will be working hard to put together their plans for university applications, and in Year 10, students will need to keep the momentum going, after such a successful start to their iGCSE courses.

This is my fourteenth year as a teacher, and it is a job I love doing. Not just because I am passionate about my subject, and about seeing young people succeed in life, but also because it is a career where there are constant opportunities for reflection and renewal.

Head of Upper School

Maybe you are now starting to think about your new year resolutions. Perhaps you want to lose weight, start a new hobby, put right a bad habit, save more money, or even achieve that goal that you have always dreamed of. The start of a new calendar year is often the time where, as adults, we say 'In January, I will...' or 'Next year, I plan to...'.

The cyclical nature of school life means that we get a chance to reflect, refresh and review every term. We effectively get three 'fresh starts' a year. As teachers we can try new strategies, we can begin new projects, and we can renew our efforts, and I feel privileged to be in a career where there are so many chances for new beginnings. Not just for the teachers, but also for the children. Perhaps their effort levels were lacking in a certain subject last term. Maybe they didn't quite demonstrate the model behaviour we expect at all times. And as for that score in the maths test... A new term means a fresh start, mistakes can be forgiven and forgotten, and it's another chance to get things right.

As we say goodbye to 2020, a year that has been a challenge for all of us, I would encourage parents to be talking with their children about reflecting on the year that has passed, and congratulating them on the resilience and the flexibility that they have shown. Back in September, I remember writing to you about the regulations and routines that were the 'new normal'. We have all adapted and adjusted so well. So whatever new year resolutions you decide to focus on, having coped with the challenges thrown at us all in 2020, they should be a breeze!



MR. WEBSTER

Head of Year Ten

In March, we were all catapulted into a technological world, where computer screens dominated our day-to-day lives. Teachers delivered lessons and students' learning journeys continued online. Now we are in December, the majority of students are back in school, yet the access to learning is ongoing on all platforms.

Computer Science

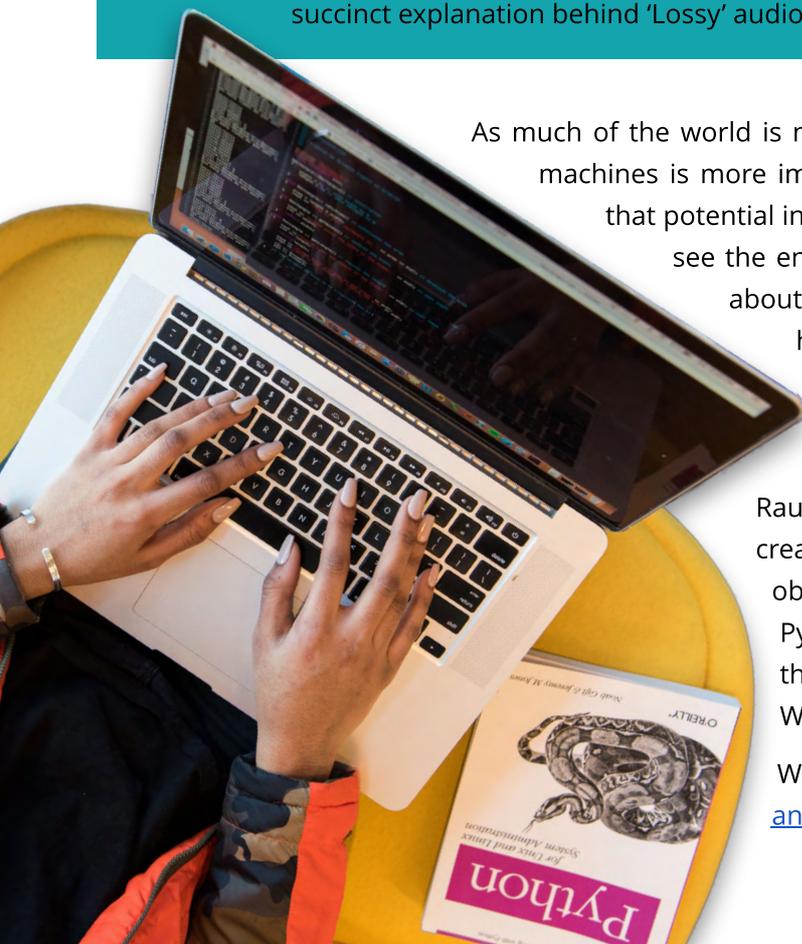
There are 10 kinds of people in the world: those who understand binary code and those who don't. Thankfully, Mrs Fay and her nine Computer Science students fall into the former category and they did not disappoint, as I was dragged and dropped, bit by bit, into a world of programming and an assortment of interesting background screens. Raul Ots Sánchez kicked off proceedings, as he concisely summarised the differences between analogue and digital sounds. Much like an analogue sound, the subsequent contributions continuously signalled that all students were actively assessing sound quality in their lessons



and engaging in a collaborative way to improve it for the better. Xian Ze Zheng Xia and Noe Sánchez García perfectly recapped the definitions of ['Lossless Compression'](#) and ['Lossy'](#) and the reasons for their usage, while David Santana Brutaru certainly did not discard any information from his memory, as he gave a succinct explanation behind 'Lossy' audio formats and how they compress sound data.

As much of the world is now automated, the ability to control and interact with machines is more important than ever. Computer programming harnesses that potential in the most efficient way possible and it was admirable to see the enhanced engagement that David and Miguel have gone about implementing educational change through what they have learned. You can find them here in the links provided: [Part One](#) **AND** [Part Two](#). Pablo Fernández Manso, Jaime Guinéa Escrivá, Alejandro Lobo Sánchez, Noe García Sánchez, David Santana Brutaru, Raul Ots Sánchez, Xian Ze Zheng Xia have also all been creating strands of code too using the interpreted, object-oriented, high-level programming language: Python. A work in progress and I look forward to seeing their additional resources later in the academic year. Mr Webster signing off...

What Miss Fay has to say about the [Y10 Online Students and the online learning process!](#)



SR. BELDA Head of Year Eleven

Welcome to the December edition of our newsletter. The activities of the year 11 course during the month of November have mainly revolved around the preparation and undertaking of mock exams. It is therefore important to briefly explain what they are and what their objectives are.

The Cambridge dictionary definition states that the adjective 'mock' means "not real, but looking or seeming exactly like something". This meaning fits perfectly with a first goal that these exams have; to serve as an accurate rehearsal of the official tests that will be carried out at the end of the course. To do this, students have had to familiarise themselves with the strict exam regulations in order to ensure that they are clear of the procedures for when they take their GCSE exams. The rules include sitting in numbered seats, according to the order of list of candidates, arranged at a set distance, and ensuring that they only have the materials strictly necessary for the conduct of the exam. For example, possession of any digital device during testing involves automatic disqualification.

Secondly, mock exams are used to evaluate in which stage of their learning the students are. If the results are positive, they represent a strengthening of the student's confidence. If, on the other hand, the desired results are not achieved, the mocks are used for the student to analyse in which areas they need to improve. These tests are useful for students to review their study methods and time management; students can review how effective their preparation and revision has been, and trial new strategies if they need to.

Finally, from the teachers' point of view, the tests play the role of clarifying which areas of the curriculum require more intense work and which students require extra help in which topics. In general, students have made a great effort in preparing for these tests and their behaviour and approach has been very good. An individual survey was conducted with the students at the end of the test schedule, in which students were



Are GCSE mock exams important?

Mocks are vital because they test your current ability in a subject. The results are a benchmark for where you are right now. Meaning they show you how much more work there is to be done, whether you need more help in a specific area, or practise with your exam technique.

Year 11



asked, amongst other things, what elements they would vary if they had to start preparing their exams today. One of the most common answers was that they would start studying earlier and in a more organised way. That is why, considering that there will be a second series of mock exams in March, we hope that these November tests will serve to improve the performance of our students.

In addition to the exams, students have continued to review careers topics and gaining insight into the world of work in our 'Future Fridays' initiative. Similarly, each week, teachers of A Level courses have started to give details to students about what each subject involves in the sixth form, in order to help them begin thinking about their A Level options. We hope that these communications will help students make more informed decisions when choosing their subjects for Sixth Form. And of course, after the experience of the mock exams, the whole year group took part in an outdoor activity as we walked to El Palmeral, and the students were able to enjoy some fresh air, a change of scenery, and some social time with their peers.



I say goodbye, but not without first wishing you a happy holiday with the wish that the year 2021 will give us back the tranquility, security and closeness we are used to. Merry Christmas!

News and Updates

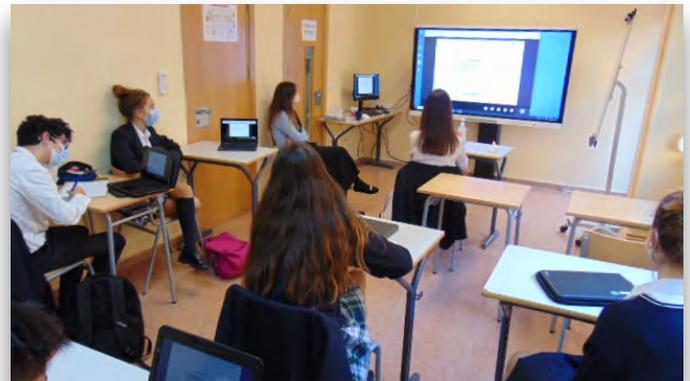
Year
12/13

MR. HOLLINGSWORTH

Head of Sixth Form

Once again, we have had a busy month in the sixth form. The Year 13 university applications continue and we hope to be submitting the last for the UK for 2021 entry in the coming days. On top of this, the group have participated in practice interviews for university and future careers. At the time of writing our pupils have already received offers from the universities of Bristol, Bath, Queen Mary, Edinburgh, Lancaster and Manchester and we wish Luisa Hu and Rory Weir all the best in their interviews to study Law and European Law and Linguistics at Oxford and Cambridge

Whilst these are exciting times for our Year 13's, the Year 12 are close behind them and have this month begun to use the Unifrog platform more in order to research future careers and university courses. This is an important part of the Year 12 calendar and time in the holidays can be used to continue to plan ahead and be sure that when we come back in January, pupils have a clear idea of where they want to be in September 2022 and what they will need to do to get there. Our initial survey showed eighteen potential US applications and over thirty to the UK!



In conjunction with this, Sra. Soler has arranged a number of careers and future based sessions over the month, with pupils attending talks on marketing and architecture, with more to come on design and art, and entrepreneurship. In spite of the pandemic restricting what can be done in school, we have still been able to offer the pupils plenty of opportunities via video conferencing.

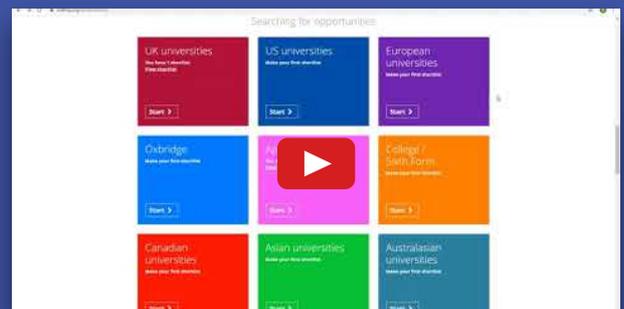


We were also able to organise an afternoon of alternative enrichment for each of the year groups this month, with the pupils having the chance to walk to Palmeral park for a break and also participate in a quiz kindly organised by Mr. Glover. Everyone had a great time and we will do our best to offer similar opportunities in the New Year depending on Covid restrictions.

What is the Unifrog Platform?

Unifrog bring all the available information into one single, impartial, user-friendly platform that helps students to make the best choices, and submit the strongest applications.

They also empower teachers and counselors to manage the progression process effectively.



Deputy Head of Secondary



Mrs. Hannah
Directora Adjunta de Secundaria

How do we prepare young people to meet the demands of the 21st Century world?

With the Christmas Holidays just around the corner, the pace of learning continues at an exceptional rate for our pupils and staff. From cycle assessments and mock exams, to socially distanced walks and online inter school sporting competitions, the secondary school community is as busy as ever.

It is increasingly vital to ensure that our pupils are suitably prepared to study, work and live in a progressively complex world and ever changing environment. There are many wonderful learning activities taking place across the secondary school, such as debates on current issues including sustainability, globalisation, the recent US election, and science experiments that illustrate the spread of coronavirus and the creation of blood and respiratory models. The transformations that the 21st century (and our children) have seen so far, are not limited to any one area which makes it difficult to plan for the future. We are observing dramatic transformations in areas such as climate, population growth, technology and health. As educators it is our role to respond to these changes so that our students are equipped to apply depth of skill to a wide variety of situations.

Research from universities, employers and leaders around the world has shown that a curriculum focused solely on the acquisition of knowledge does not prepare students adequately for further independent study or the workforce. The key competencies that employers are looking for are C21st skills. These include, but are not limited to creativity, communication, collaboration and critical thinking. At KCA, we pride ourselves on providing our pupils with a world class curriculum where pupils have the opportunity to actively engage in and learn content knowledge from a well balanced curriculum. We encourage students to take their learning to a deeper level by offering them new situations to apply their learning, whilst developing C21st skills. Typical activities incorporate debating, structured research and group

activities, critical skills projects and enterprising and creative tasks. The purpose of blending subject knowledge and skills based learning is to further develop the young workforce. After all, your children are our future.

If you would like to, you can read more about C21st skills [here](#).

Finally, I would like to wish you and your families a very Merry Christmas and Happy New Year.



Head of Inclusion



Mrs. Walker
Subdirectora de Secundaria

Teaching and Learning at King's College, Alicante

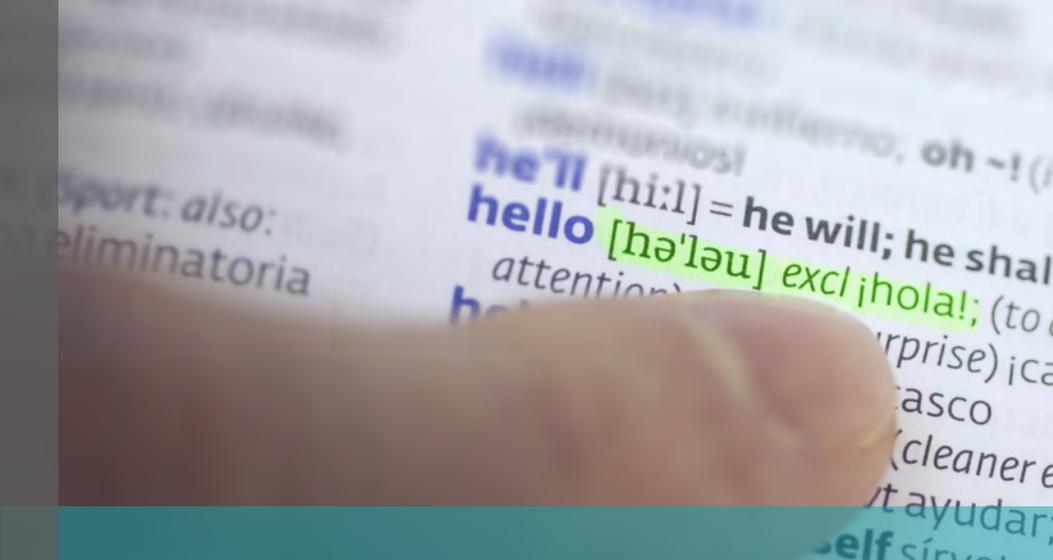
The Quality First Teaching Group at King's College, Alicante, feeling frustrated that whole school professional development is not possible at the moment due to Covid-19 measures, decided to find a creative way to share their ideas with the rest of the teaching staff. If grandmothers and grandchildren could meet up electronically during lockdown, we could do something similar (even if we are a bit too shy for TikTok!) A range of creative teaching strategies are being shared with the teaching staff at King's via short video clips on the weekly staff communication. This means that you can expect your children's lessons to be as stimulating and as challenging as ever, in spite of the 'new normal!'

Many teachers and pupils have found the use of Google Classroom to be inspiring and to bring a level of organisation to our classrooms that has been really beneficial. The increased dependence on technology may have seemed daunting initially but it has enhanced our face-to-face teaching in many ways. In English, for example, the use of online exercise books has been very well received. An online exercise book never gets lost, all completed work is in one place and the

teacher can share a range of wider reading materials to enable deeper and broader learning. In addition to this, the Accelerated Reader programme mentioned last time has so far yielded six word millionaires! (That is, pupils who have read over a million words already this year!)

Although we have embraced technology, we are not constrained by it. In IGCSE PE lessons, for example, pupils have been making physical models of biological systems (such as blood and the lungs) to demonstrate physiological processes and to understand their effects on sporting performance. Here are photographs of models pupils have made of blood (using a variety of foods) and the lungs (using balloons.) This really brings the learning to life. If a picture paints a thousand words, how many more is a model worth?





Translating PDFs using Google Translate

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2

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3

Click **Browse** your computer and find the file you want to translate.

4

to choose the language you want to translate to, at the top right, click the **Down** arrow .

5

Click **Translate**.

You can translate documents only on medium and large screens. Some original formatting could be lost after translation.

OUR CLASSROOM CODE



BE READY TO
LEARN

**SHOW
PASSION
AND ENERGY**

REMEMBER

PLEASE

&

THANK
YOU

**FOLLOW
DIRECTIONS
FIRST TIME**



**THINK BIG
DREAM BIG
GO FOR IT!**



TAKE RISKS & MAKE MISTAKES

TRY

**NEW
THINGS**



**SUPPORT YOUR
FELLOW LEARNERS**



BE NICE



WHEN YOU CAN

**BELIEVE
IN YOURSELF AND
EMBRACE
CHALLENGES**

**WORK HARD
& CELEBRATE
YOUR SUCCESS**



**RAISE
YOUR
HAND
&
ENGAGE**



KING'S COLLEGE ALICANTE