

SUMMER TERM 2020

ISSUE THREE



# Inside Prior



Prior Park  
Gibraltar



# Welcome from the Editor

Welcome to Prior Park School's third edition of Inside Prior. This term's edition is very different from previous issues due to the change to online schooling caused by the events of the world pandemic. Nevertheless, Prior Park School has continued to prosper and grow in these times and it has only made our community stronger. The articles will give you an insight into how we, as a school, have been coping through these times and highlight all we have accomplished in the recent months. We would like to give a special thank you to the small team who have worked incredibly hard on this issue during quarantine. We hope you enjoy this very special edition of Inside Prior.

*With special thanks to the team:*  
Ella Scarrott and Rebecca Hinchliffe.  
The Editor – Sophie Robinson

# Coping during Covid-19 as a school

by Mr Peter Watts, Head of Prior Park School Gibraltar

Oh for a crystal ball...

If I had known what I know now back last summer when a couple of colleagues started to rave to me about how Teams was revolutionising their work with their classes I might have listened a little more and perhaps asked some questions...

It was quite inconceivable that a webcam and shared screen would totally replace G17 - my lab - and all of the Physics apparatus we have invested in, for the latter half of this academic year. For all of us as teachers and students, as 'Lockdown' put the brakes on normal school we had to find the accelerator to quickly boost our facility with the new techniques of presenting and engaging students through a screen. Judging by the feedback we have received from students, their parents and our teachers this happened more smoothly than we might have feared.

But schools are not just about gaining knowledge and preparing for examinations. Good schools should be communities where everybody learns much more (and more important things) than the irregular verb endings in Spanish or (even!) Newton's Laws of Motion. They rely on conversation, discussion and reflection to support us all in learning about what and how other people think so that we might all be able to create and sustain positive and productive relationships with peers, colleagues, friends and those that we may choose to spend our lives with. Keeping our community together, although apart has been challenging but the dependability and regularity of contact with teachers and other students will have gone a long way to help. So too has the regular contact with tutor groups, and their individual competitions and challenges set by tutors. Zumba and circuits have brought much-needed movement and invigoration for both staff and students, otherwise following school life through a screen.

Whole school photography and art competitions, quizzes and challenges set by Heads of House, tutors and even myself (Teacher



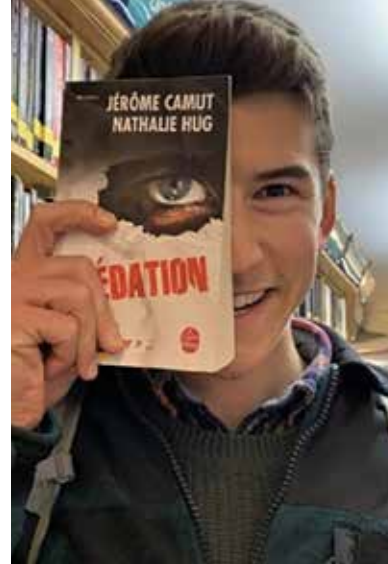
Mash-ups and unusual angle photos to name but a few), in an attempt to 'stitch together' portraits into a virtual School Photograph and the world premiere of our Staff-Student virtual choir ... there has been much going on apart from Assignments and Posts in Teams.

We hope that those leaving the school at the end of the academic year - Year 13s (our first alumni), some Year 11s and staff - will look back on our community with gladness and a sense of appreciation. Although our farewells and celebrations this June must be virtual, we are hoping to be able to gather physically in September, for those that can join, to say farewell properly, provided 'Unlocking the Rock' goes according to plan... Now, if only I had that crystal ball...

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# Literacy Week

Starting on March 2, students celebrated Literacy Week through challenging reading activities such as book hunts, quizzes, games, competitions, local library trips and authors' visits.

Reading is fun and can be relaxing to immerse in a different world from real life. Mrs Ledesma encouraged all students and teachers to pause what they were doing and instead pick up a book. Throughout the week, all lessons spared some 'DEAR' time: Drop Everything and Read. Students were encouraged to extend their reading scope by spending 15-20 minutes of each lesson on reading fiction and non-fiction books. Teachers also took part and some set a presentation on which books people were reading in order to help with presentation skills which is an important component of English studies.

Alongside the 'DEAR' time, Year 8 students marked the start of Literacy Week with a Book Hunt organized by Mrs. Machin. There was much excitement as students rushed around the school, deciphering the puzzles and following the QR codes placed on teachers' doors. "I thought it was a great idea and I enjoyed the activity a lot" commented one student.

Dr Allen Lnenicek, a member of the Science department and library co-ordinator organized a BookFace challenge - students and teachers were encouraged to take part in this challenge with some amazing entries. Some photos were taken in the school library and some were taken at other locations. Charlotte Scott won the challenge by using a book, 'Geek Girl' by Holly Smale, with a face on the cover and made it look like her own.

On Wednesday 4 March, all Year 9 students attended a Creative Writing workshop led by the local author Jackie Anderson. Jackie is also a local politician, highlighting to our students how politicians can be more than just someone on TV. "I learnt a lot during this workshop as it furthered my appreciation for creative writing" said one Year 9 student. That afternoon, all Year 7 students visited the John Macintosh Library where they had a chance to celebrate the joy of reading. This visit also informed our students that there are easy

ways to access new and interesting books for free in Gibraltar as well as making use of these other local resources.

World Book Day on Thursday 5 March saw many of our teachers dressing up as different literary characters. All students participated in a Book Swap and many donated their pre-loved books to the school library and exchanged one or two in return. More than 400 books were donated and encourages further reading outside the classroom which is important to the school.

The school volunteer librarians organised and held a book raffle at the school library with many fantastic prizes that were beautifully prepared and wrapped. There were many different prizes all of which contained a book and chocolate with Sophia Le Feuvre winning first prize!

Furthermore, a whole school assembly was organised by Mrs Ledesma where teachers read extracts from their favourite novels and students had to guess which novels the teachers were reading from. "It was so much fun to see what each teacher chose and what their favourite novels were" said a student. Afterwards all Year 10 students took part in a Macbeth drama workshop at GAMPA with one student commenting "I found this especially useful as in English we have been discussing the play which is part of our GCSE. We discussed the use of iambic pentameter and the context behind the section we focused on."

What a fantastic, successful and busy week!



# Science Week

Science Week ran from 10-13 March and was hosted by our Science department. Students from each school year took part in some of the events. The Year 8 students had the opportunity to visit Alameda Gardens and Wildlife park: "I had a great time, I saw a variety of beautiful plants and animals and had a fun time with my friends." The Year 9 students conducted an invertebrate animal study at Camp Bay with the Nautilus Project. There were conferences from AquaGib and the European Space Agency. One of the students said, "The space call was difficult to understand at first because of the bad connection, but overall I found it extremely interesting."

The school assembly for the week was based on science. Several students performed experiments in front of the whole school, some of which were extremely successful and others which didn't go to plan! However, there were no broken flasks so all in all it was a success. A student who attended this assembly said they "found it very amusing and cool to see the experiments."

The week ended with a mystery for the KS3 students to solve. The students were tasked with solving a crime as to who stole the money using their shoe size, hair, blood type and height to figure the mystery out. The students had a lot of fun and were very interested in the science behind it. I spoke to one of the teachers in the science department and they said, "Overall a very successful week for the Science Department who appreciate all the efforts made by the students and who without, none of this would have been possible."





# The Creative & Performing Arts Faculty

The Creative and Performing Arts Faculty have faced difficult and unprecedented challenges in the wake of COVID-19 and the impact it has had on both staff and students. Our fantastic team has been working hard to use technology in a pedagogically meaningful way to enhance teaching and learning. Please read on to discover the variety of creative projects that pupils have been involved in during lockdown.



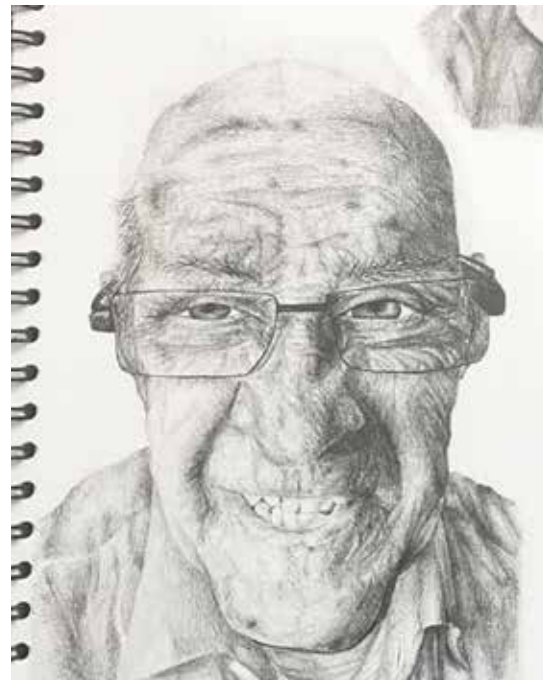
## Art department

Practical subjects such as art are more difficult to teach online. Despite the challenge of teaching art online, teachers have given students many opportunities to have fun in competitions and to be creative with what has been created at home.

The Art department have been busy over the last couple of weeks launching several school competitions to include using drawing, digital art and photography as a medium. The first challenge ran over Easter and encouraged students to take part in a 15-day drawing challenge to keep students busy. "It was wonderful to see so many entries" said Ms Oxley, one of the school's art teachers.

During lessons, Year 8s have been using the opportunity of being at home to work on photography-based projects. One project was to photograph the alphabet using objects found at home: it was encouraging students to look closely at shape and be creative.

GCSE and A-Level artists are underway with their coursework and working on developing a theme of their choice, which ranges from Identity to Nature. They have started with looking into relevant artists and progressing to taking their own photographs around their chosen theme and drawing from them. Even though this may present challenges, students are still managing to produce great work. Students are also benefiting from several worldwide art galleries opening their virtual doors to explore online.



## Drama department

From 19 March, Prior Park Gibraltar started to operate its remote learning classes. At first the school was still open to those whose parents were still working and migrated to remote learning with all students and staff working from home. Many lessons had to adapt and plans had to change with the different advice and laws that the governments across the world implemented.

With the ever changing circumstances, finding normality can be difficult for everyone especially for those who are nearing the end of their first year as part of the school. They can no longer meet with their new friends and are suddenly out of the routine they were finally settling into.

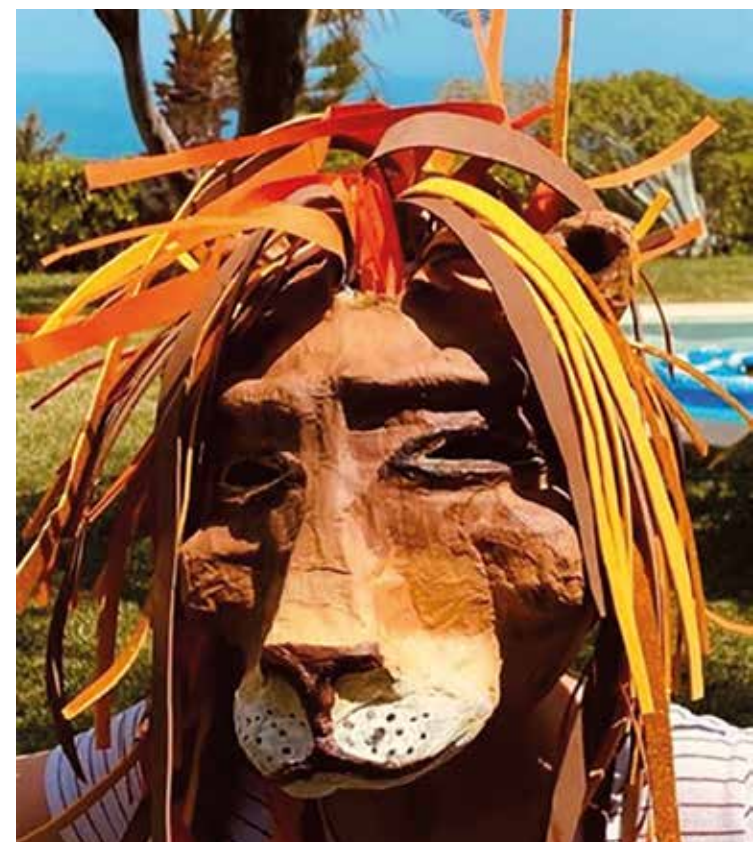
Many of their teachers have been adjusting their lessons to help make this time of uncertainty as normal as possible as well as keeping lessons fun and engaging. Drama is one of the lessons that has been most affected by this online learning. Nevertheless, Drama teacher Ms Curran has made three very successful projects for Year 8 students which includes designing masks for one of the characters in the Lion King, part of the stimulus for the Year 8's this term. The masks were judged by a design team with eight being chosen as finalists and the teachers at Prior Park Gibraltar then picked the winner. In first place was a beautiful design by Mae Von Meister, followed in second by another great design by Sara Punnose and joint third place Ruby Brooks and Claudia Amarilla Rivera.



The second activity that our Year 8 students took part in during their online drama lessons was to create their own set and background for a production of a play such as on the West End or on Broadway. Four outstanding designs were produced from Phoebe Gatenby, Ruby Brooks, Alexia Israel and Riain Murphy. Many people decided to include sunsets and trees within their designs in order to mimic the savanna, all with great execution.

And finally in the third activity our students were asked to create a tableaux in a role within the Lion King. In particular, one of these tableaux depicts when Simba bravely fights Scar at the end of the story and was made by Riain Murphy.

All these activities show the wonderful effort our students are willing to put in during this non-traditional school environment as well as the brilliant ideas the teachers and staff have in order to encourage proactive learning.





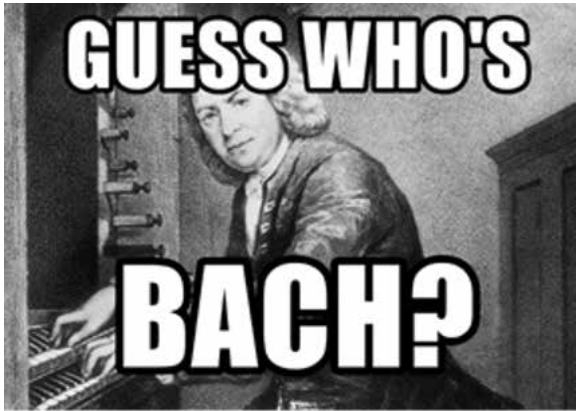
# Music Department

By Ms C. Amsellem

KS3 pupils have engaged in project-based learning in music lessons, developing their skills and understanding of music theory and composition this term.

### Guess who's Bach?

Our Year 7 pupils have been learning about J. S. Bach, one of the most celebrated composers of the Baroque era, and developing their understanding of the characteristics of music from this period of history. They have engaged in a discussion and analysis of the famous 'Toccat & Fugue in D minor' - a masterful work for organ forever associated with the ghastly and macabre sights one would expect to see in a horror film.



### Keeping Bizet

Meanwhile, having explored the themes and music of Georges Bizet's iconic opera 'Carmen', the Year 8s have created their own remixes of three key musical themes: the opening theme, the bullfighter's theme and Carmen's famous habañera.

Using Soundtrap, an educational, web-based composing resource, pupils produced remixes of these themes in a variety of genres from electronic dance music to hip hop.

### Songs of Summer

The Year 9s explored how one world-travelling, chart-conquering rhythm - deployed by the likes of Justin Bieber, Daddy Yankee and Luis Fonsi - defines our soundtrack of summer. One absurdly simple but extremely potent sound has given many people around the world the urge to crank up the volume on their speakers - the dembow rhythm. Originally deriving from Jamaican dancehall and reggaetón, this rhythm has now become the common denominator in hits ranging from 'Shape of You' (Ed Sheeran) to 'Despacito' (Luis Fonsi) and 'Sorry' (Justin Bieber). Using a series of tutorials and live demonstrations, pupils have proceeded to incorporate this rhythm into their very own original reggaetón songs, with the MFL faculty supporting them in the generation of Spanish lyrics.

A world without music would be an incredibly sad place, but how can we do music lessons with no instruments and not being in the same room? This is something Ms Amsellem, our music teacher and head of the choir, had to answer and she has created an amazing array of activities that our students have been taking part in.

"KS3 pupils have engaged in project-based learning in music lessons, developing their skills and understanding of music theory and composition this term" explained Ms Amsellem.

I think we can all agree that Ms Amsellem has done a great job in transferring the joy of music into the student's homes during the online lessons.

# Photography Department

By Mr L. Worth & Mrs L. Oxley



### Getty Photography Challenge

Quarantine has seen photographers launch themselves into a number of photo challenges. The Getty Museum challenged all creative individuals to express themselves by replicating famous pieces of artwork at home. The rules were simple:

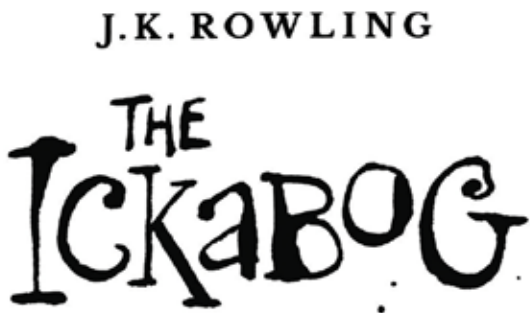
- Choose your favourite piece of art work
- Find objects lying around your house
- Re-create the art work with those items

Prior Park pupils and staff rose to the challenge valiantly, using their wit, ingenuity and creativity to formulate famous paintings. Pupils scavenged high and low using pets, toilet paper, along with other household items to create their masterpieces. There were over 40 submissions, with house points awarded to the top four.

### Calling all budding artists and HP fans (not the sauce)!

J. K. Rowling is inviting all young people to help illustrate her upcoming book The Ickabog. Every day, when chapters of the story have been uploaded, she has made suggestions for what pupils might like to draw or paint to illustrate the story as it goes along.

Originally launched in the UK, this competition is now open to the rest of world, with the book being published in November. During lockdown, Year 7 pupils have let their imagination run wild; exploring the world of illustration, from drawing real world objects to expanding their visual library. They used these new practical skills to create and submit their entries for the J. K. Rowling competition.



### #Selfie...

During this time frame, many of the Year 8s have also been exploring photography. From going out on image scavenger hunts, to creating unflattering self-portraits, they have been able to minimise their screen time and pursue some new creative avenues. It would have been great to share these with you however we fear that mass embarrassment would ensue!

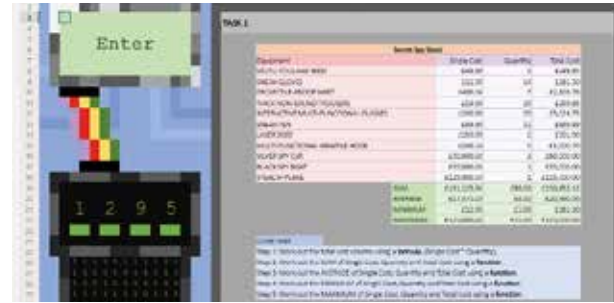
Meanwhile, the Year 9s have been exploring identity through the medium of self-portraiture; from learning how to anatomically construct a face, to the golden ratio and proportions that are said to define it. Pupils have been challenged and tested as they have tried to construct what is classed as one of the most difficult things to draw.



In ICT / Computing, we have been exploring programming in different forms at each year group, starting with spreadsheet development in Year 7 which leads to Visual Basic programming, Python game development in Year 8 and JavaScript web game development in Year 9.

## Excel and Visual Basic:

The Year 7 pupils have been working hard to “hack” into spreadsheets that I’ve prepared. In this topic they are using their critical-thinking and problem-solving skills by using functions, formulas and an array of other Excel techniques. They will soon be introduced into an unusual situation where they will be using Visual Basic programming to solve problems in Excel. In this spreadsheet, pupils had to use different functions and formulas to work out the missing values in the spy equipment table. Only when they filled it all out, did they manage to figure out the code to continue.



## Python Text-Adventure:

The Year 8 pupils have been introduced into the world of Python programming and have been learning about the foundations that make up all programming, including: variables and data types, selection, iteration and lists. They are now in the process of developing their own text-adventure game project which involves a lengthy planning process as well as practice of their Python coding abilities. This text-adventure game follows Sausage, the Podenco Maneto Dog, as he looks for his toys that are scattered about the house. The text-adventure game gives students the skills they need to then expand their horizons with other programming languages.

## Web Development and JavaScript:

Year 9 pupils started out this term by looking at web development with HTML5 and CSS3. They have been learning about how websites are put together, the best design practices to follow when developing a website and have been working on their own independent projects that involve creating a stylistic and responsive webpage.

In this new course, the Year 9s are taking their knowledge and skills one step further by looking at JavaScript programming; they are using their newly found skills to develop a 2D Mario-type game in a web browser. The skills they have been developing include:

- Loading 2D objects into a web browser canvas.
- Moving a sprite character left and right using the keyboard.
- Applying gravity and jumping mechanics to the character.
- Loading an automatically moving enemy into the game.
- Checking collision between the character and the enemy.
- Adding a sprite sheet to animate the character.

One pupil took this game development a step further and developed her own “StarWars” themed game, using a mix of different Web Development languages.



# Science and PE Faculty

One of the many joys of science is the hands on approach to learning students can experience. When the school was forced to move online, this was taken away, and an eerie silence fell on the science labs in the basement on sacred heart terrace. All of the science staff took to their laptops on a quest to find a virtual replacement. The past term has seen us deliver rocket launchers, ice-cream making, the science behind a sunset and helium raised voices. Our students have discovered how to apply their investigation skill in virtual laboratories and their unrelenting enthusiasm has allowed for us to keep exploring the world through science even during these tough times. It has been fantastic to see the creativity and perseverance from students as they took to their kitchens to answer the science departments call for help with home experiments. I hope this becomes a regular event in the Prior calendar for many years to come.

This half term, the Science Department held a competition which challenged students to really show off. Students were tasked with creating their own experiments at home. The only rule, they had to be safe and the students did not disappoint. From elephant toothpaste and bouncy eggs, to slime and angular momentum, students clearly went out of their way to impress. The Science Department could not be prouder of the efforts made by the students who have truly shown their calibre.

Here are some of the students at home experiments:



Mikey got baking to create a different sort of eruption, lava cake.



Tomas, the physicist that he is, explored the effects of gravity, with a simple yet, extremely effective demonstration.



Grace showed us first how not to make an instant slushy, and then how to make the perfect slushy.



Eve got really creative with her Elephant toothpaste...  
definitely one to try in school.



Anna's demonstration of angular momentum using a cake turn table and fire really heated up the competition.

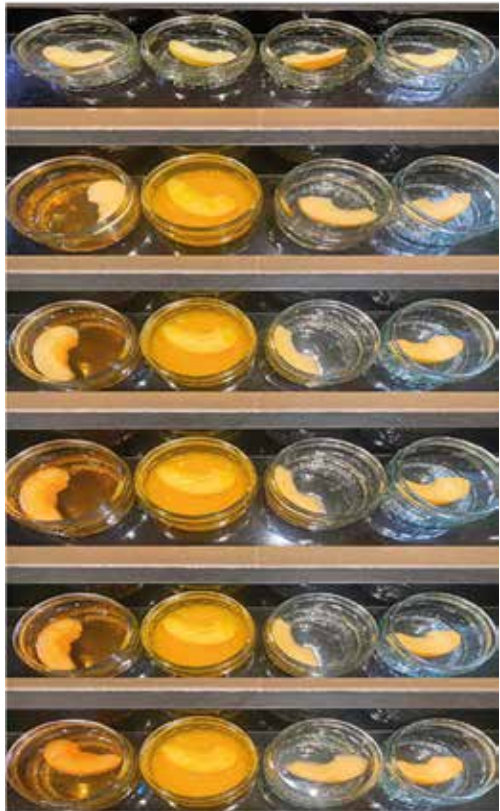




Science is continually changing and improving the way we live. It is a creative and imaginative human endeavour. Our KS3 Science curriculum is supporting this special way of thinking; encouraging students to ask questions and observe the world around us.

To that effect, during lock-down, Year 7 Chemistry pupils have conducted home-experiments such as ‘Why do apples turn brown?’ Basically, for the same reason that human hair, eyes and skin are brown too - melanin! When an apple is sliced, the soft insides of the fruit are exposed to oxygen in the air. They become oxidised, causing them to break down, producing melanin and turning brown.

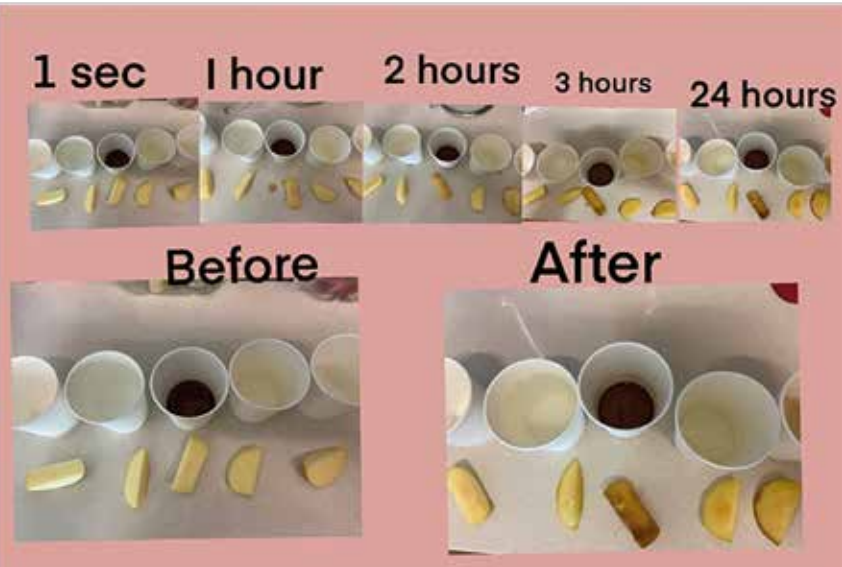
Year 7 - Liara



Pupils were exposing apple slices under a controlled set of various conditions to observe this chemical change. A resourceful and a methodical approach was evident amongst our budding young scientists.

In parallel, the explorative minds of our Year 8 Chemistry pupils have taken us deep down into the Earth’s layers by building scaled-down models. Their creative and imaginative minds have produced an array of wonderful creations using anything from coloured paper, plasticine, tennis ball, papier-mâché through to the edible coloured sugar paste which was finally devoured by the family as a sweet treat.

Year 7 - Eden Snitkovsky



Year 8 - Anabella



Year 8 - Sebastian



# Expressing Physics Through Art

By Dr Alan Mak

A picture is worth a thousand words. When illustrating scientific concepts, a simple drawing is often more helpful than a verbose article full of technical jargons. As a physicist and an educator, I believe that students should develop the ability to express their scientific ideas by means of a picture. This is the essence of the Inter-class Physics Drawing Competition, which I organised for my students during the months of remote learning.

The competition was open to three of my physics classes: two in year 8 and one in year 9. Each student drew a picture to elucidate a topic covered in physics this year; it was up to the student to choose his/her favourite topic. Upon finishing the drawing, the student took a digital photo of it and submitted the photo through the designated online system.

There were numerous high-quality submissions over a wide range of physics topics: forces, electricity, optics, sound waves, the Solar System, thermal conduction, renewable energy sources and more. Despite being away from school, the students remained keen to utilise their creative talents. The competition has proven to be a successful initiative and I have been immensely impressed by the students’ endeavour.

The competition offered an excellent opportunity for students to cross the interdisciplinary boundary between physics and art. The commendable standard of the drawings – in terms of effort, clarity and aesthetics – is a reflection of the students’ enthusiasm for both disciplines.

The drawing exercise also prompted the students to digest and simplify complex concepts in physics; this is an important educational purpose of the competition. Albert Einstein, the world-renowned physicist, once said: ‘if you can’t explain it simply, you don’t understand it well enough.’ In that spirit, the drawing competition provided a means for the teacher to assess how well the students have understood the concepts and how much learning has taken place.

As with all competitions, the winners should have some perks. Out of the many high-quality submissions, I selected 12 outstanding ones and rewarded the submitters with merits in their student records. I would like to congratulate these 12 students on their achievements: Claudia Amarilla Rivera, Tiana Cartwright, Sophie Isola, Alexia Israel, Oznil Koç, Lois Lemmon, Riain Murphy, Grace Pedder, Freya Saxinger, Charlotte Scott, Javier Sheppard-Capurro and Nicole Zinovev. Furthermore, I recommended 6 of the 12 winning submissions to be featured in the School Magazine.

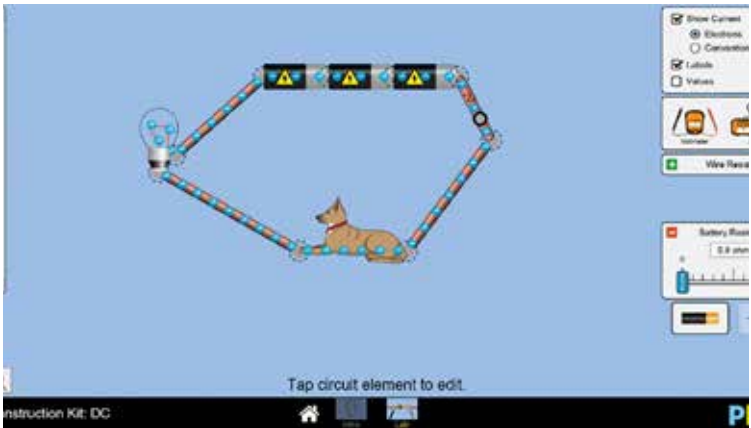
By Mr Watts

Like we all have those favourite holiday destinations we are tempted to keep quiet about for fear they become over-run, I have sometimes felt the same about the amazing FREE on-line resource, called PhET... which I first met as a newly appointed Head of Science Faculty.

Quoting from their front page ‘Founded in 2002 by Nobel Laureate Carl Wieman, the PhET Interactive Simulations project at the University of Colorado Boulder creates free interactive math(s) and science simulations. PhET sims are based on extensive education research and engage students through an intuitive, game-like environment where students learn through exploration and discovery.’

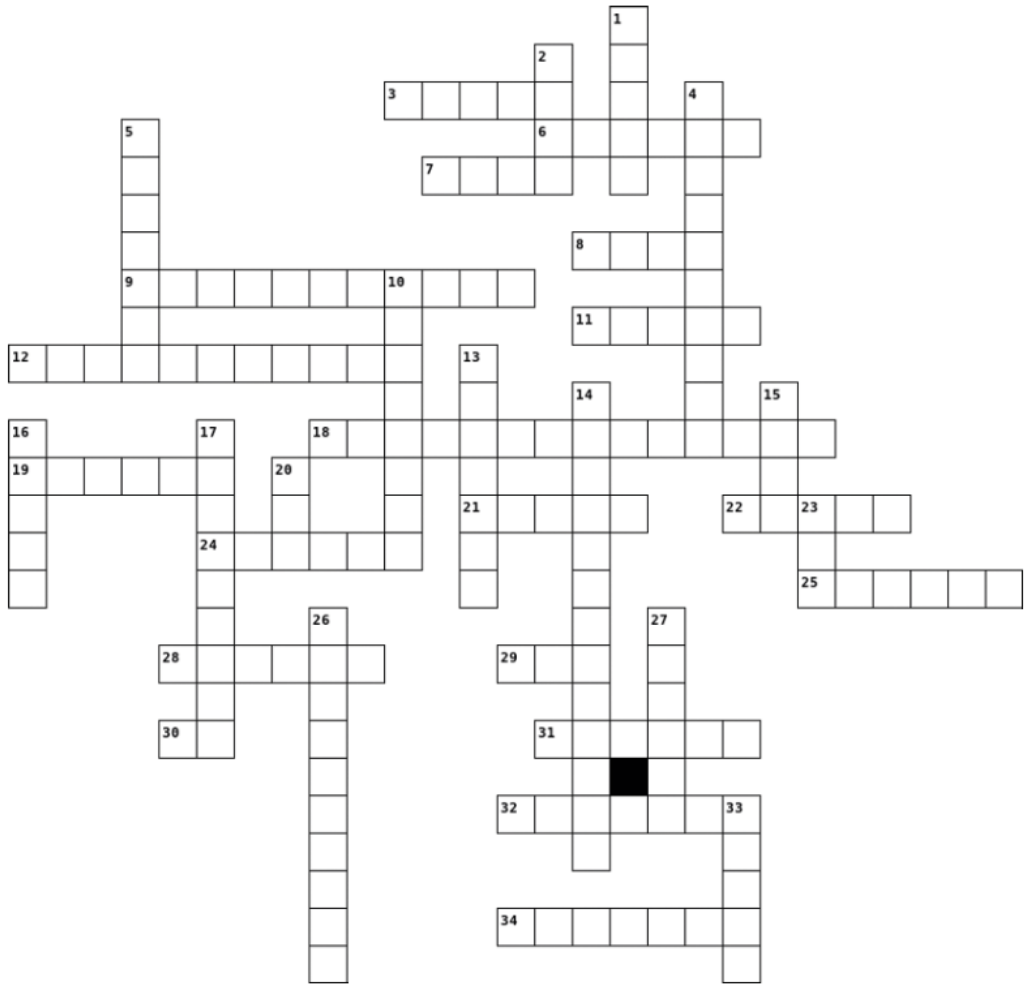
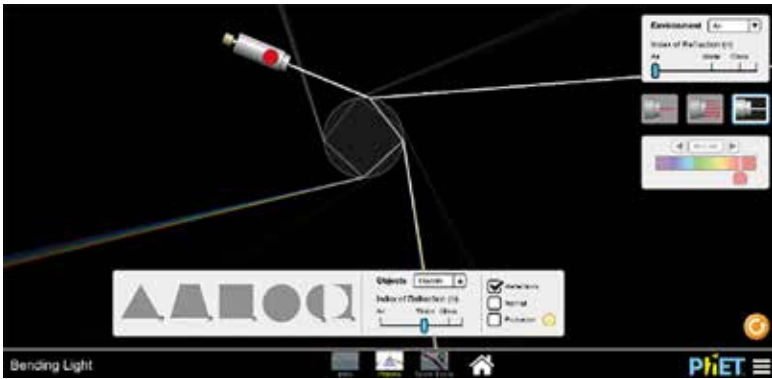
In our first few terms as a school, the Prior Park Science ‘department’ of Miss D, Dr L and myself had to become very, very inventive to do practical science until some apparatus became available, and until the labs’ kit-out was completed. Whereas Miss D and Dr L relied on home ‘chemicals’, ‘containers’ and constructing models from craft materials I re-found PhET, which I had used at A level previously to develop the idea that mathematical modelling of a physical phenomena had real power. With simple buttons and sliders what would take often hours in the laboratory and involve a huge amount of apparatus could be completed with a PhET model in minutes... revealing how powerful the underlying mathematics of the science must be.

Skip forward 10 years, and a global pandemic separating students from their ‘much-loved’ practical work in Science laboratories, and PhET has become almost as indispensable to me as MS Teams. I have been able to help the year 11s prepare for their final ‘assessment opportunities’ on the Required Practicals by linking various models with parts of the syllabus...although I had to work very hard to prevent them from trying to see how much electrical energy is needed to make a dog conduct...





The Year 10s have been able to play with sound, light and water waves without the inevitable Ripple Tank collapse that would have occurred in a ‘normal’ lab lesson soaking the bench and their feet or finding out after two hours work with a raybox (ouch - singed fingers!) that they had measured all of their angles wrongly. The Year 12s have been able to visualise the exponential flow of electrons onto and off the plates of a capacitor and to start to understand how such devices can be used to time electronically or to tune any receiver to a different sources of TV or radio electromagnetic waves.



Across

- 1. Founder of the PPG Disney Club
- 3. A fungus living in a symbiotic relationship with algae or cyanobacterium (or both)
- 7. An acid or alkali that does not fully dissociate
- 8. Fourth planet from the Sun
- 9. Responsible for the green colour in leaves
- 10. C<sub>6</sub>H<sub>12</sub>O<sub>6</sub> or C<sub>12</sub>H<sub>22</sub>O<sub>11</sub> for example
- 11. LG5, LG4, LG11. What does LG stand for?
- 13. Process by which plants make their own food
- 14. Unit of current
- 15. O<sub>3</sub>
- 16. Per second
- 17. Robert \_\_\_\_, who invented a burner!
- 18. Author of On the Origin of Species
- 19. Head of Wellington House
- 20. Dr \_\_\_\_, physics teacher
- 21. Miss D and Mr Woodward teach this
- 22. Floating groups of H<sub>2</sub>O
- 23. Contains only one type of atom
- 24. The German for “tungsten”, which explains it’s chemical symbol!

Down

- 1. Mass x acceleration
- 2. Egg centre
- 3. Measured in Ohms
- 4. Mr Kennedy’s mode of transport
- 5. Acid + metal -> salt + \_\_\_\_\_
- 6. Known as a “walking fish”, it surprised last years GCSE Biology students (and Mr Comber!)
- 7. Teaches in LG11 mostly
- 8. CaO or Ca(OH)<sub>2</sub> kiln road?
- 9. Units of Power? Headmaster?
- 10. Plant eating
- 11. A charged particle
- 12. Colour of Elliott house
- 13. The yellow house
- 14. Resistant to infection
- 15. Our remote learning platform. Microsoft \_\_\_\_\_

# Physical Education

All lessons have had to adapt and change slightly so that students and teachers alike can still work as they would, even if they are not in the same room. PE is no exception. It might seem like an impossible task as students cannot run around playing basketball or hockey as they usually would. Instead each week the students have had the option to do Zumba, circuits or fitness challenges.

The circuits have got progressively harder each week, with students showing excellent knowledge of fitness training by coming up with some of their own stations, such as sit ups, press ups and planks. We have been inventive with equipment to help make the exercises harder but more effective by using everyday items to add resistance, such as water bottles or backpacks filled with books.

Our students have also demonstrated excellent levels of fitness during the challenges by pushing their minds and bodies. So far, we have had 15-minute wall sits, 6-minute planks and weighted press-ups to name just a few. These incredible feats of strength show how much our students are committed to the online PE lessons rather than just taking a back seat.

During our Zumba sessions we have been completing a range of

different dances with varying difficulty levels. The combination of an intense cardiovascular workout whilst also trying to make the dance aesthetically pleasing was certainly a challenge! The students and staff have thoroughly enjoyed this activity often laughing and having fun during the dances, which truly reflects the happiness sport and PE can provide even in uncertain times.

“Our student’s dedication and engagement during these sessions has been outstanding” Mr Woodward explained. This positivity towards the online PE lessons can also be seen within the students “I have thoroughly enjoyed doing Zumba and circuits every week as it is something that has been light hearted and fun. It has also been great to keep fit even if I cannot do my normal activities” commented one dedicated student.

All in all I think we can say that the online PE lessons have been a real success as they have provided a constant in our lives when everything is uncertain, as well as giving us something to smile and laugh about whether that’s dancing to Shakira or laughing because we can’t manage to do the 6<sup>th</sup> push up in the fitness challenge. So a huge thank you to all the teachers in the PE department for keeping us smiling.



Sam Robinson  
Wall sit - 40 seconds



Catherine - Year 8  
15 minute wall sit



Riain - Year 8



Nikita - Year 9  
Record plank (10.42) and wall sit times (18.07)!



Sophie - Year 8  
6 minute plank!



Michael - Year 8  
Sit ups



Xavi  
Weighted press-ups!



Georgina - Year 7  
Excellent power with a clap push up



Alexia - Year 8



Anabel - Year 8



# Marmite, Tortillas, TEAMS

Lockdown. It may come to divide opinion like marmite; Made in Chelsea or even the best way to prepare a tortilla. However, it is a welcome benefit that it has given the school community a platform to rapidly engage and become skilled in online learning. Setting work on TEAMS has been surprisingly efficient. It is relatively easy to monitor progress, give feedback and ultimately tailor lessons to pupil need. Pupils have become more independent learners - a valuable skill for further education and the workplace.

With use of technology there is also a broader range of resources to draw upon to develop knowledge and stimulate pupil interest. In Geography, at least, it is straightforward to give students an optional range of tasks, hence personalising learning to suit ability range and learning style.

Of course, the quality of monitoring progress within a classroom setting cannot be easily replicated and online learning has not been entirely without its issues. Bandwidth, faulty microphones, newfound autonomy, and the availability of a suitable device (particularly in large households) have been some challenges which students have faced.

Whatever the new normal might look like, setting assignments on TEAMS will undoubtedly be more commonplace, as we ourselves capitalize on having a more skilled and efficient team.



# English Faculty

Life is certainly, to quote the words of the Noughties boyband Westlife's Ronan Keating, a metaphorical 'rollercoaster' at the moment. With rollercoasters in mind, our Key Stage 3 students put their imaginations to good use and created their own theme parks. They then, after contemplating appropriate devices, created persuasive leaflets, encouraging others to visit their park.

Amongst other tasks, Key Stage 3 students have been reflecting on their experiences; considering what they feel grateful for and detailing their plans for when lockdown has finished in a writing task. Whilst many initially considered parties, the most common response was simply to meet with loved ones; enjoy a cuddle and to talk, away from digital screens.

And who said that writing competitions could not take place during lockdown? Many of our students entered the Poetry competition organized by the Catholic Independent Schools Conference. The theme was "Gifts" and here are some of the entries:

## The Gift of Love

2020 is an odd, annoying time,  
You could even say it is an unforgiving lie,  
The streets empty, the houses full of people asking,  
How did this come to be?

No travel, no hopes, not one single plan,  
What I wouldn't do for hug from my Gran,  
Time passes and another similar day looms,  
Our only hope is to see loved ones on zoom,

These are the times when we realise what the world is about,  
Its these times when we look out for one another,  
Its these times when we rejoice with one another,  
It's these times when we love one another.

By Riain Murphy

## The Gift of Forgiveness

Some people ponder forgiveness as a morality for the weak  
An act of leniency unworthy that serves no useful need  
But forgiveness isn't just a kindness to others  
It's a kindness to ourselves  
Things can be hard to let go and move on  
But harboring frustration or ill will towards others  
Is a punishment to ourselves.  
Forgiveness is a gift filled with chances and new friends  
It doesn't necessarily mean that the person is not guilty for what they did  
But forgiveness means letting go of anger or pain  
And hope that one day someone will return the favour when most you need it  
Forgiveness is the fragrance that the violet sheds over the heel that has crushed it  
Forgiveness is a virtue of the brave  
We must develop and maintain the capacity to forgive  
Darkness cannot drive out darkness; only light can do that  
Always forgive because forgiveness is a gift  
But never forget - learn from your mistakes  
But never regret.

By Siena May Lee



Although we may have missed classroom teaching in lockdown, there have been plenty of new opportunities for teachers and students to enjoy. We have relished the chance to watch performances for free from the Royal Shakespeare Company, Shakespeare's Globe and the National Theatre. We have also been granted access to MASSOLIT, a fantastic archive of lectures on literature and JSTOR which has a wealth of critical material which is particularly useful for the teaching of our A level texts such as Ibsen's A Doll's House or Bram Stoker's Dracula.

In KS5 classes, during a time when we are bombarded with some quite harrowing facts in the media at times, we've explored the distinction between realism and the imaginary in A Streetcar Named Desire, analysing the fantasy world which Blanche creates in order to escape from her harsh reality of life in 1947, post World War II.

Students have thoroughly embraced their virtual learning. Lockdown has enabled students to demonstrate their computer literacy and even occasionally teach the teachers further technological tricks. We are, after all, lifelong learners and we all need to adapt in these trying times!

We are very proud of how our students have responded to the challenge of virtual learning! Keep up the good work Prior Park!





# Maths Faculty

Whether we like it or not maths is in our every day life. Whether it's working out how much the online shopping cost or to work out the amount of time we have been away from our loved ones. So for such an integral lesson how has the department and students been coping with not being able to be in the classroom together?

We spoke to Mr Lozano head of the Maths department to see how he was feeling about the unusual circumstances. How have you and the rest of the maths team been coping with using teams and teaching your lessons?

"The Maths Faculty has responded very well to the challenges that online teaching has brought about. On the bright side, we have realised that we had many online resources that we did not really take advantage of, and now we have become experts! For example, we were used to setting up homework on MyMaths, but now we have started using its lessons and examples in online classes.

On the other hand, we have mastered the use of other Maths-related digital platforms, such as Dr Frost Maths. We are amazed by the variety of options it has to offer! At the same time, we have experimented with other websites, such as Socrative, Seneca and Watch2gether to make our students' online lessons more engaging."

Do you think that the system has helped the children keep some normality in these tough times?

"I think that we have done the best that we could do with the available technology at hand. Our school has assisted us the best it could. Our lessons probably feel less awkward now that teachers and students are used to this new set-up. For example, some of us have been lucky to have laptops with tactile screens so we could write during the lessons as we would normally do on a real whiteboard. Probably, those lessons have felt more natural to our students! And the best thing about digital whiteboards is that we can save and upload them to Teams.

On the other hand, we have realised that Teams is a powerful tool, not only a way to store and share documents. I am sure that, in the future 'new normality' we will be using Teams and other platforms more often in our lessons."

How has it been adapting to these strange times where you can't be in close contact with your students?

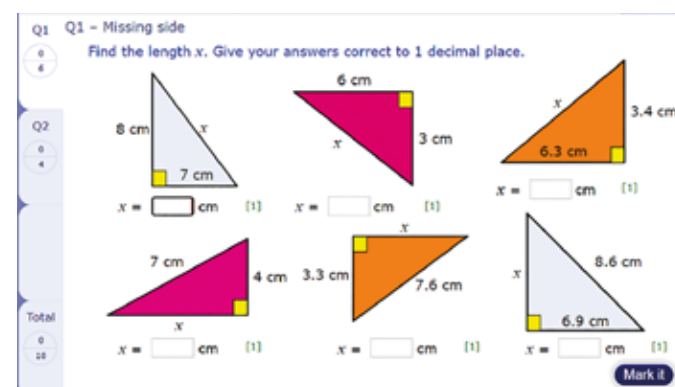
"We like the interaction with our students and colleagues! It has felt a bit impersonal at times! Looking at the students' profile images and knowing that they are people that we cannot see can be demoralising, especially when the lockdown started. I am sure that it might feel lonely for the students too, without being able to interact with classmates and teachers in person! I think we (teachers

and pupils) really like the 'old-fashioned' classroom environment, with its pros and cons. I like looking at my students when I teach: their facial expressions and their body language. These give me hints about if they are enjoying and understanding the lesson or not. In my online lessons, I am constantly checking for understanding, but most times students are shy to ask questions in that online setup. The 'cricket silence' after I ask a question is uncomfortable and makes us teachers feel as if we were teaching the walls, to be honest.

To sum it up, this process has been challenging but we all have improved each day by learning new things about teaching and learning online. It has its advantages and disadvantages, as the 'normal' teaching has, and we are all still getting used to them. We are very lucky to be in our school, where students and teachers have been supported since the very first day

All in all the maths lessons taught by the Maths department have been as normal as they can be in these online lessons, and the teachers have been trying to make the lessons feel as normal as possible as whilst adapting to the new circumstances."

MyMaths allows teachers to set homework, mark it and give feedback. Students have their personal login details and can access interactive lessons and fun Maths games.



Dr Frost Maths is another learning platform, like MyMaths, in which students can do homework and revise. It is very useful because teachers can give feedback on the go and students can reply, so it helps generate interesting conversations! It is great to practise with past papers, so it is very helpful for our KS4 and KS5 students.

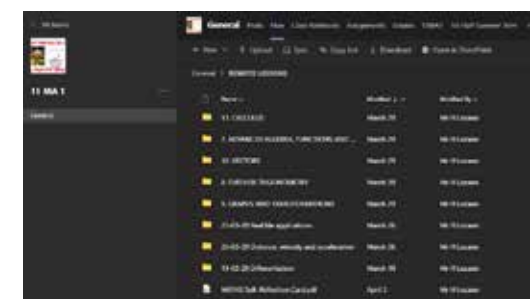


Watch2gether is a synchronized player for video and audio, so we can all watch the same video in lesson time. Students can make comments and answer questions while watching the video in the integrated chat room!



Windows Whiteboard allows us to teach as if we were using our whiteboard at school. We are getting better at using our tactile screens (and our mouse sometimes!) to write while we explain. However, this is something that we can do with virtual whiteboards but cannot do at school: we can save what we wrote as images and upload them to Teams, so students can access them whenever they need to!

Microsoft Forms are very effective to run short unit tests. In Maths we value the working out, but this method does not really make it easy. To overcome this, we have tried different ways to assess: from short answer problems to multiple choice questions. We give feedback on each question and make sure our students can explain themselves, especially the mistakes resulting on working out errors that we couldn't see!



Teams is a great platform for video lessons, as we all know. However, it is also useful to keep documents organised. The Maths Faculty makes an extensive use of the 'Files' option! We upload presentations, documents and whiteboards, amongst other useful things.



# Modern Foreign Languages Faculty

The MFL (Modern Foreign Language) teachers have been keeping the students busy and engaged in learning. The Year 7s have been learning about diet, food and how to boost their immune systems in Spanish. This has led to interesting and long online debates on how they can encourage general well-being in their daily lives.

This term the Year 8s have been focusing on researching Anne Frank and presenting their findings. They have now completed these presentations and are currently embarking on the challenging task of reading the book. These students have also been encouraged to keep a Spanish diary where they have been noting down their own feelings and experiences. Moving to something different, the music and MFL departments have got together to produce Prior Park's first ever reggaeton music track with the Year 9s. Although the students created the track and lyrics, Ms Debenham used her vocals in the song. This collaboration enthused the students and it is hoped that something similar can be done in the future.

The Year 10s have been concentrating on their Spanish learning in the wider community, looking at different social issues which occur

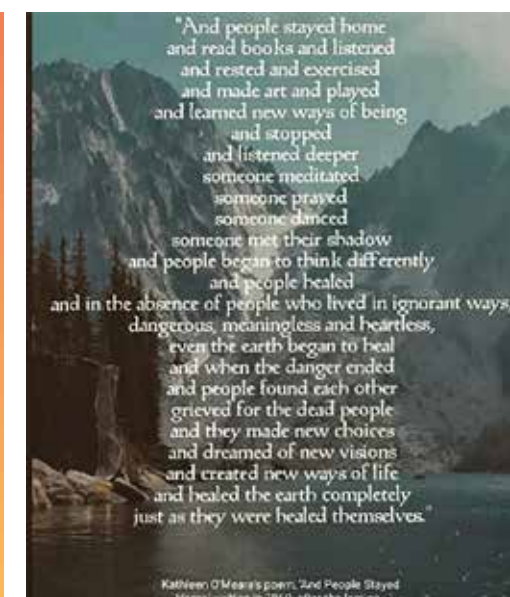
in the world locally and globally encouraging students to investigate initiatives they can engage with closer to home.

In French, the Year 10s and 11s have been looking at translation of a poem and analysing it. The poem is called, 'And the People Stayed at Home.' The Year 9s have been studying the vocabulary for food in French and learning some French recipes. Some of them filmed their own cooking videos and others made a booklet in French displaying a range of nutritional information. These online lessons have also been entertaining as they have been reading French children's stories.

The Year 11 Spanish class were introduced to the song 'Resistiré', the Spanish coronavirus anthem. This song is a new version of the 1998 song 'Resistiré' by Spanish Pop's Duo Dinámico. It features over 50 artists recording the song at their own homes. Students were given a gap fill activity to develop their listening and grammar skills relating to the song.



Moving to something somewhat different, the Music and MFL departments have got together to produce PPG's first ever reggaeton music track with the Year 9s. Though the students were happy to create their own track and lyrics, in the end, Mrs Debenham had to be the brave person to sing – it is probably safe to say that the UK Music Top 40 Charts have nothing to worry about! The collaboration between departments really enthused the students and will be something that we look to continue.



We also used this poem with Year 10 Spanish. In this occasion we used it as a translation activity from Spanish into English. It fitted well with the grammar topic we were studying as well as a prompt for discussion on different things people could do during lockdown.

Once completed, students were given a verse to read out loud and as a group. A very enjoyable exercise for debate, reflection and discussion in Spanish.



The Year 10s have been concentrating their Spanish learning on the wider community and looking at different social issues which occur within the world both on a local and global basis. This has led students to begin to look at initiatives that they can engage with closer to home.

In the MFL faculty, we put an emphasis on giving students access to current, authentic texts of different types. In French, years 10 and 11, we took a close look at a translation of a poem, made famous by this strange time we are living in: And the people stayed home (Kitty O'Meara). Students analysed and discussed different techniques used by the poet and explored why they may have done so.



The Year 11 Spanish students were introduced to the song 'Resistiré', the Spanish Coronavirus Anthem. This song was a new version of the 1988 original 'Resistiré' by Spanish Pop's Duo Dinámico. Featuring over 50 artists and musicians recording separately in their homes 'Resistiré' has filled homes with hope and a sense of togetherness during lockdown.

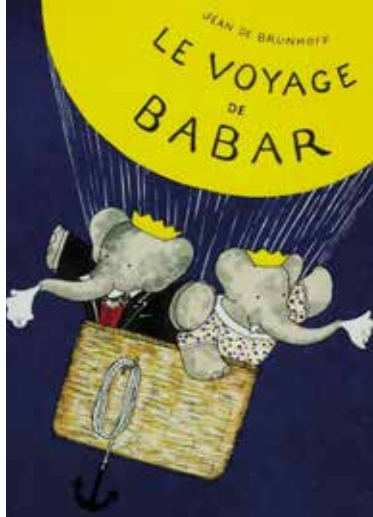
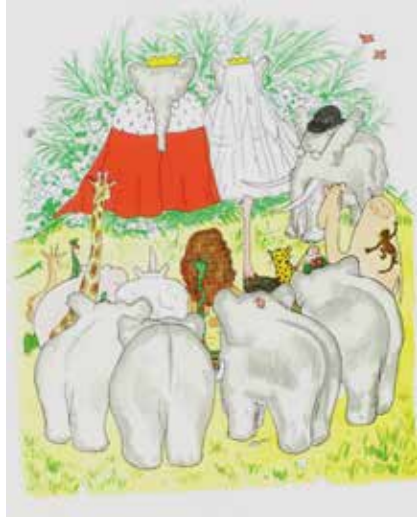
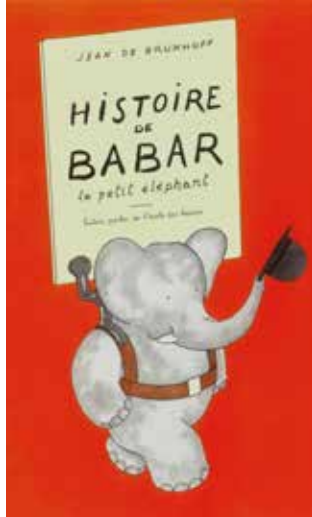
Students were presented with a gap fill activity of the lyrics with a double purpose: to develop listening skills at the same time as brushing up on grammar. You are invited to search for the song online and see how catchy it is!



...ne retourneront plus au cirque, bientôt ils embrasseront Arthur et Cornélius; la vieille dame le leur promet.



La vieille dame a donné une chemise à Céleste et un pyjama à Babar.



In a way, our languages students are like young children learning to speak, read, write and listen. What better way for them to learn that by reading some French children's stories together? Babar le petit éléphant (Jean de Brunhoff) is a series of very popular French children's stories, the first of which was published in 1931. Our online teaching sessions were brightened up with funny (and at times, ridiculous) stories of talking elephants that eat croissants and ride whales.

## El enemigo silencioso

By Anabel Doña Pastoriza, Year 8

Hoy me he acercado a la ventana a contemplar el paisaje que tenía ante mis ojos, mis tobillos huesudos me dolían cada vez más al intentar alzarme. A través de la ventana se podía presenciar como el viento desagradable soplabla con independencia, que hacía sigilosamente mover las ramas de los árboles. Se podía husmear como el campo estaba fresco pues anoche ya había llovido.

Allí sentada al lado de la ventana, me hizo reflexionar que en un abrir y cerrar de ojos la vida ya había pasado ante tí, por eso no deberíamos tirar los sueños por la borda y hacer lo que nos haga feliz. En esos instantes me pregunté a mí misma "¿y que me hace feliz a mí?", "me siento muy sola en la casa, mis hijos ya no me llaman y no hay nadie que me haga compañía". Veía como el sol relucía ante mis ojos, sentía un vacío por dentro, percibía una tristeza que nunca había sentido antes, notaba como poco a poco se me caía el mundo encima. De repente escuché un sonido agudo no sabía muy bien que era, ya que mis oídos no eran como los de antes, miré por toda la habitación hasta que observé que el móvil empezaba a parpadear. Suspiré y me levanté con crujidos, aquello era horrible, percibía puñaladas por todo el cuerpo no podía andar, iba arrastrando los pies. Cuando cogí el móvil escuché la hermosa voz de mi hija se me saltaron las lágrimas del entusiasmo que tenía hasta que... la conversación cambió de rumbo. Me dijo que el enemigo silencioso le había atacado y estaba en el hospital, me dijo que todo iba a ir bien. En ese momento empecé a sudar mucho y se me cayó el móvil al suelo, sentía que había llegado el fin del mundo, no tenía fuerzas, no sabía cómo reaccionar, ya no sabía ni quien era. Tenía fatiga lo veía todo borroso, sentía como poco a poco se me estaba yendo el aire. mi corazón latía a mill por hora. Apreciaba como perdía el equilibrio, no tenía estabilidad, notaba una lágrima recorriendo toda mi mejilla pero luego me di cuenta que la tristeza era la enfermedad del alma así que me sequé las lágrimas y pensé que todo iba a ir bien, fui lentamente a mi silla de nuevo para seguir contemplando la intemperie que me esperaba afuera después del confinamiento, miré al cielo donde los pájaros volaban y se podía ver como el sol poco a poco se escondía detrás de las montañas era hermoso, por fin mi mente estaba más despejada.

## The Experiences of the Silent Enemy

From the window, I could see the wet grass from the recent rain. The black clouds arrived, moving silently. I was very cold. I was wearing four layers of clothes yet still felt the cold on my skin. In fact, I had goose-bumps. I did not know what was going to happen, but I could feel something, I could feel it in my frozen body. Finally, the day arrived when everything changed.

Empty streets, nobody walking. I felt so alone in the world, but I knew there was life in the sky and on earth.

There were movements in the sky, black figures flying, like it was the best day on Earth, and they did not have to hide from the silent enemy that walked the streets. Butterflies landed on the fresh grass and insects flew over. It all seemed normal. My grandchildren were calling me every day to check that I was all right.

To be truthful I didn't know how I felt.

On the one hand I felt sad because I did not have my family near me, and on the other hand I felt fear due to the uncertainty. It was a mix of feelings that I didn't like. I did not know how to react to this kind of atmosphere with happiness, fear, sadness?

I felt like there were just clouds in front of me because I didn't know what I was to encounter. There is the saying that after the storm the sun comes out. This gave me hope, and I didn't feel so lonely anymore, as I knew that this episode would have to finish somehow.

It's very difficult to think that this mystery has bright sides.

It is going to change the world.

There will be less transport, less opportunities to travel.

We will have a healthier planet too.

The future is a mystery and we don't know what is going to happen. I can only guess.

And to be truthful, I have more imagination than a dead goat and I cannot figure out what will happen.

But in the end, I reached a conclusion. We, for sure, will have a more advanced world in medicine and people will travel less due to a lack of finance, because of the lack of employment during these silent times.

I stayed at home and I couldn't get out. I felt further and further from my family and the world that I knew up until that moment. I felt bad. I knew that something was wrong, but I didn't know what it was.

I went to the doctor in case the silent enemy, which was killing innocent people, had struck.

I felt sad, tired and weak. Like I didn't have the strength to live. I explained this to the doctor, and he helped me to understand what it was.

Once I knew, it felt like the clouds closed in above my head, I was sinking in a gigantic lake and when I was calling out for help, nobody could hear me. I could not really believe that I was going to die.

I was going to be the victim of the silent enemy. I did not know how to tell my family. I am really going to miss them. When they come to visit, I can only see the amazing smile they have and the hugs they give me, that fill me with love and warmth.

I felt a drop on my cheek. I hadn't cried for ten years... It was like a drop of water that had a beginning and an ending. I couldn't do anything to stop it. I was leaving this world. I did not want to think about it,

I only wanted it to finish it with no pain.



Lyon is the third-largest city and second-largest urban area of France. It is located at the confluence of the rivers Rhône and Saône. The city is known for its cuisine and gastronomy, and historical and architectural landmarks.

It is also known for its light festival, the Fête des Lumières, which begins every 8 December and lasts for four days, earning Lyon the title of Capital of Lights.



Place Bellecour is located on the Presqu'île between the two rivers and is the third-largest public square in France. The broad, pedestrian-only Rue de la République leads north from La place Bellecour.



One of the most popular attraction is Musée des Beaux Arts, it's a place where you can go and look for astounding art, and it is the next-best museum in France after the Louvre in Paris. This museum has one of Europe's largest collections of artworks. It has many different styles of art, to paintings, sculpture, and decorative art-from ancient Egypt to the present day.



Quartier Saint-Jean and Quartier Saint-Georges (Old Town) is the place to discover the city's Old-World ambience. It's a delightful place for a leisurely stroll. Rue Juiverie- Jew street, is a cobbled pedestrian street in the Vieux Lyon district, in the 5th arrondissement of Lyon. Oriented north-south, it links Place Saint-Paul to the junction of rue de la Loge and Montée du Change



### Useful French phrases in a restaurant

- Bonjour. J'ai une réservation pour deux sous le nom de Hello. I have a reservation for two (three/ four) under the name of.
- La carte, s'il vous plaît. The menu, please.
- Qu'est-ce que vous voulez commander? What would you like to order?
- Que voulez-vous? What would you like? The waiter will ask this as either an alternative way of taking your order, or as a general way of seeing if there's something else (a napkin, some water) you'd like.
- Quel est le plat du jour? What's today's special?
- Je prendrai/ Je voudrais/ J'aimerais... I would like to order... – All three are acceptable.
- Un moment, s'il vous plaît.: One moment, please. – This is something to say if you are still deciding what to get.
- L'addition, s'il vous plaît.: The check, please. – Usually, you won't get the check until you ask for it. This is a polite way to let the waiter know you are ready to leave.
- Use full French phrases for tourist
- Excusez-moi, je cherche la boulangerie. >Excuse me, I'm looking for the bakery.
- Où est le café? The nearest coffee shops?
- Où est-ce que je peux trouver la gare Where can I find the train station? Comment est-ce qu'on peut aller au centre ville (How can one get to the center of the city?)



# The wonderful place that is Lyon

By Matan Chicha, Year 9

Salmon shop Rue Merciere  
Vieux Lyon  
Rue de la Republique

J'ai été à la basilique de fourvière  
j'ai visité le vieux-lyon. Nous avons été Place des Terreaux et Place Bellecour.  
Il y a beaucoup de monuments historiques et la ville est magnifique.

Nous avons visité le quartier de Saint Jean. Mon père habitait dans ce quartier Ma famille habite à Lyon et j'ai vu mon Oncle tonton David.

Nous avons été mangé dans des bons restaurants. Mon restaurant favori est le Salmon Shop. Nous avons aussi dégusté des crêpes dans le Vieux-Lyon.  
J'ai rendu visite à ma grand-mère.

J'espère y retourner très bientôt!

La prochaine fois , je vais visiter le Grande synagogue de Lyon. je veux aussi visiter l'extérieur de Lyon car il y a des pistes de ski à proximité.



There are many interesting sites in Lyon.  
The most fun experience I had in Lyon was in the aquarium, the name in French is Aquarium de Lyon. Next time I visit Lyon I would like to go to the Fete de Lumiere as I have never been in the begining of Décembre.



I would also like to visit the football stadium called Parc Olympique Lyonnais as my dad supports them.



I would a also like to visit Grande synagogue de Lyon. It is located at 13 quai Tilsitt in the 2nd arrondissement of Lyon. It is the oldest Jewish institution in Lyon and coordinates educational and cultural activities of various synagogues in the Rhone-Alpes-Centre



# The characters of the Diary of Anne Frank's family

By Claudia Amarilla



**ANA FRANK**

- Judia
- hermana menor de dos
- Tenia un diario llamado Kitty
- Murio en un campo de concentraci3n
- Alemana



**MARGOT FRANK**

- Judia
- hermana mayor de dos
- Muy mimada
- Estudiante de sobresalientes
- Murio en un campo de concentraci3n
- Alemana



**OTTO FRANK**

- Judio
- hizo un escondite en una parte vacía de su oficina para esconderse
- casado con Edith Holländer
- sobrevivió el campo de concentraci3n
- Alemán



**Edith HOLLANDER**

- Judia
- casada con Otto Frank
- Murio en un campo de concentraci3n
- venció a la muerte una vez a los 14
- Trabajó en el negocio familiar desde joven
- Holandesa



# Humanities Faculty

The Humanities department like other departments have moved to online classes and whilst many people are quick to complain about online learning many people forget the benefits and the Humanities departments faculty have expressed their favourite parts of online learning.



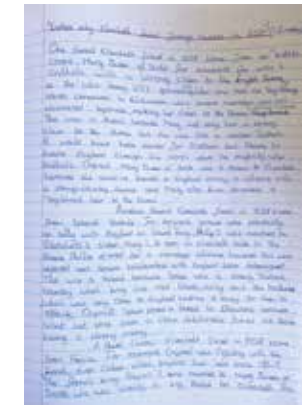
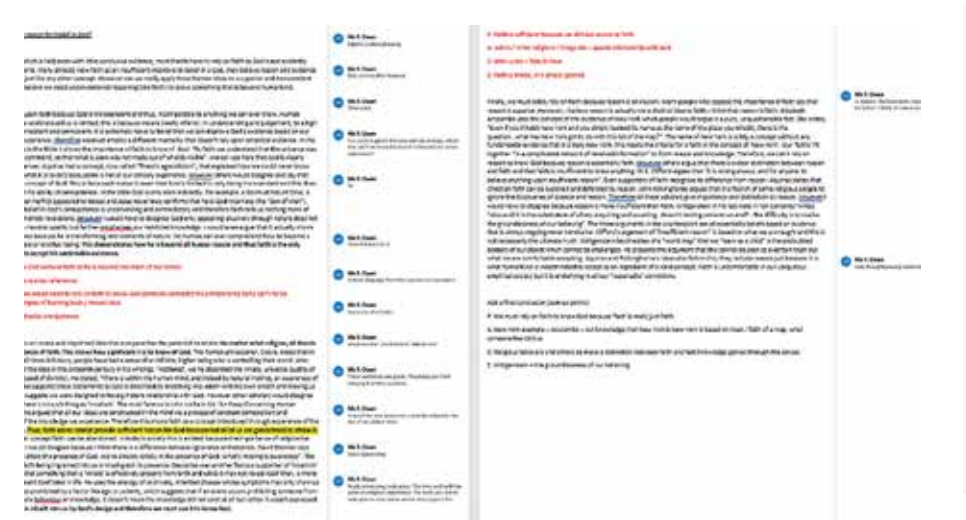
## History

Year 7 Oliver Jarvis. Example of a successful PEE (point, evidence, explain) paragraph:

One reason for Henry’s break with Rome was money. For example, at the start of Henry VIII’s reign he had been left with a great inheritance from his father Henry VII who saved his money wisely. Henry VIII spent it all on luxurious items and wars, so he didn’t have much money left. The monasteries alone in England had one of the most wealth in England. This led to a break with Rome because if he broke with Rome then he could take control of the wealth of the monasteries and use on wars and himself.

## RE

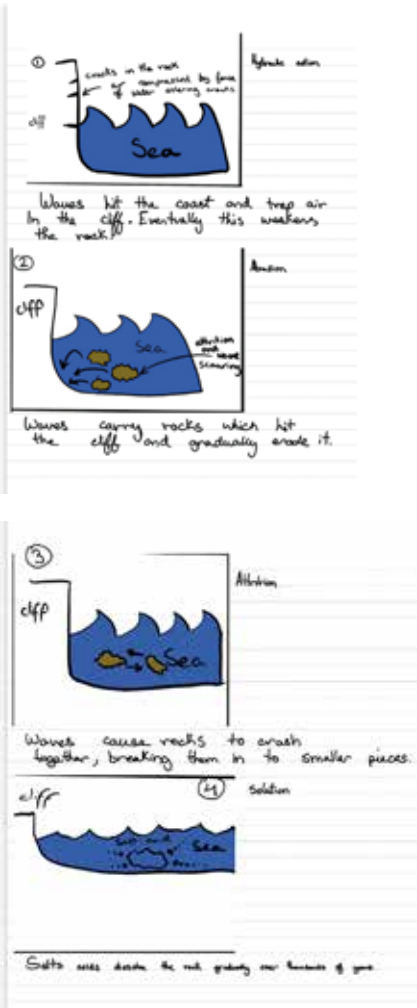
Year 12. Emily Watts. Example of a marked essay. One benefit of using teams has been the ability to mark typed work in more detail.



By Oliver Whitmore, Year 10

## Geography

Examples of online work by Eden Snitkovsky (Year 7) Erosion



# Rooke House

As we neared the end of March and lockdown continued, spirits were faltering and we were struggling to see the light at the end of the tunnel. Ms Machin came up with the fantastic idea of challenging the other houses to share positive messages. This was the challenge: 1) All members of your house draw a heart. 2) Inside the heart write a message of love, of hope or write something that you are thankful for. 3) Take a picture of you and your heart. We Rookies (the best House, of course!) will be compiling these pictures into a video with a positive song in the background. Can you do the same?



We had some amazing submissions from all houses, and Mr Comber put together a video called 'Love @ Prior Park' with a collage of all entries. Here are some examples of student entries!



Other fun activities in Rooke tutor groups:

- Mr Woodward’s Riddles!

RW’s tutor have been having great fun with some brain teasers. Here’s a sample for you to try.

I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I?

- Ms Machin’s tutees shared some awful jokes.
- Ms Machin’s group were challenged to coded messages: Tutees had to figure out a message written in code and at Easter - guess the cryptic clues in the chocolate



Looking back at life pre-Coronavirus: A day in history – Rooke winning the Day of Sport (6th December 2019)



# Wellington House

By Mr Comber



## House Shield Competition

Pupils had to design a shield that they felt represented the spirit of the house.  
1st - Nikita Cherepakhov  
2nd- Charlotte Scott  
3rd- Davide Lattarulo

## Grandparents day in Wellington House

Pupils had to write a letter to their grandparents about lockdown.

Dear Granny and Grandpa,  
I trust this letter finds you well.  
I am doing okay with lockdown as my sister arrived safely from university even after all the mayhem on landing destinations. I am however looking forward to going out and seeing you again even though we FaceTime every few days. Remote learning is going splendidly but I much prefer walking the schools premises to attend classes and communicating with my friends face-to-face.

Lately every Saturday or Sunday we have been able to go out for a walk as long as we respect social distancing and stick with our family. I am grateful for having the opportunity to stretch my legs and grab some fresh air along with enjoying the sunshine although it may not be the same as having restaurants and shops open. The first few days I have been feeling quite apprehensive but I am slowly learning how to cope with that as everyone has their down days.

Being in quarantine has made me feel very appreciative on all the things we have and were able to do pre- lockdown such as being able to go out whenever we wanted, knowing that there were many

options outside home to keep entertained in social environments which include: parks, beaches, the Leisure centre , main street and being able to go to friend's and family's houses. Along with how, in tough circumstances like these, we could fall back and rely our homes filled with a plethora of things to keep us happy, entertained, healthy and safe. We sometimes forget how lucky we are for everything we have and own and how some people in the world don't have access to these essential things in life and don't have family to stick with.

I have done several things in lockdown to keep me entertained besides schoolwork . I have watched lots of Disney movies; baked; sown; done arts and crafts; weeded the patio and garden; played cards and board games with my family; completed homework; cleaned and tidied so far during lockdown and am thankful for having a wide range of options to keep busy. How are you coping in lockdown? what have you been up to at home? What challenges are you facing and has anything similar happened in your lives? I am thinking of you.

Best Wishes,  
Alexia Israel

Pupils were also asked for any funny stories about their grandparents.

One Christmas Day, my Granny was trying to call my Uncle and the rest of us were curious as to why all the TV channels kept switching so rapidly, this was because my Granny used the remote control as the telephone to call my Uncle!

My Grandpa could never tell my two cats, Olly and George, apart and called them 'the green one' and 'the orange one' referring to the colour of their collars. Still, to this day he refers to them the same way!  
By Alexia Israel

My gift  
It is not a surprise.  
It is not a gift you may be thinking, it's me, born healthy and supreme.  
My gift is to walk upright like a tree.  
My gift is perfect vision like a bird of prey.  
My gift is to think the same way as you.  
To move my arms the way my brain tells me to.  
To eat, not a tube in my stomach.  
To not be judged and be looked at unkindly.  
To climb like a fantastic monkey.  
To play with you.  
To speak the same way as you, to get in the best conversation.  
My gift is my friends that accepted me, no explanations needed.  
Many people are not born with the gifts like us.  
My cousin for one, but their gift is bravery to go through surgery  
And mental strength to fight on  
They are the same on the inside so accept them for who they are.  
All of you have a gift but some lives are harder than others.  
So, think how lucky you are, born in a safe country, not with savage men hunting  
you down.  
Killing each other for food.  
Everyone is born with a gift inside them.  
We are lucky.  
Remember that.  
Raffy Farrington

## Life

Life "Life is weird". It is full of surprises and unexpected turns. The people who you never really thought anything of may be uncannily similar to you. The people who you thought the most of may bitterly disappoint you. The weather might just be bad one day. You might make a plan last minute that ends up forming your closest friend circle. You may have tickets to see a concert of your favourite band, only for it to be cancelled because of a random virus that kind've just pitched up globally one day. We have to appreciate the surprises, you can never be prepared for everything, so sometimes you just have to accept that surprises happen, and these surprises always come for the better. It may not seem like it for a while, but when the bad surprises bring out good, everything will be 110 percent better. "There is good in this world", and this life. Sometimes it doesn't feel like it, but we must have patience. The good is in the little things. The morning cups of coffee brought to you in the morning. That nice shirt you saw in the shop. The old woman you saw on the street that you thought you knew, so you smiled back, but then you look closer and realise you didn't know her, but she smiled back anyway. Every moment in life is precious. You have so much time in life, appreciate the smaller good things that happen to you today, and then one day, the biggest, brightest greatest thing will suddenly hit you.

Love?. I don't think I understand love completely. I've watched love happen right in front of me, I may have been in love before myself without recognising it, but love can be so complicated and simple. Love is waking up and feeling only that thing you love all around you. Love is a connection, a flow with no stops or stutters. Love is laughter,

and filling your heart with pure joy every time you're around it. Love is always being attached to them, even when they're gone. Falling into love isn't always as easy as setting your eyes on somebody. It could be tragic or complicated, it could take time, effort and energy. It could cost you your emotions and comfort, or it could sometimes mean being damaged a bit. But if what you love loves you back, it would be as damaged, or be as in love with you, as it is with you. Sometimes what you love doesn't love you back. If you can, you need to fight for it's love, you need to battle if you are certain you love it to that extent, and you are certain it is worth your time, effort, energy and emotion. If you simply cannot fight, or your love has chipped away with it, I am personally very sorry.

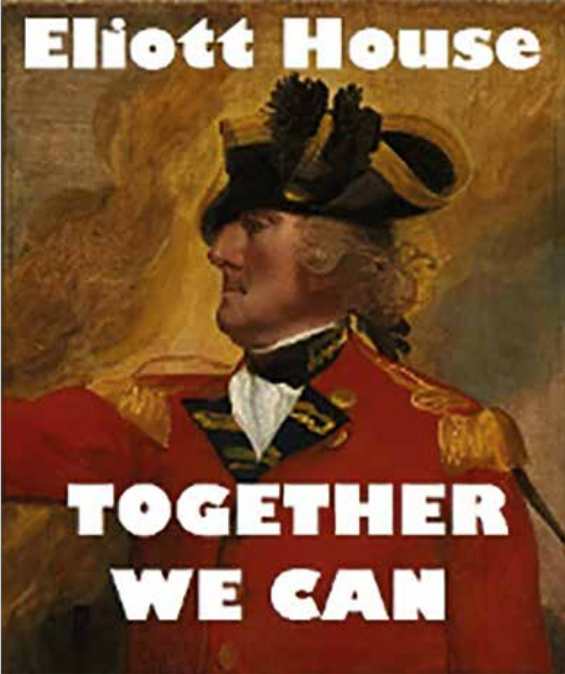
Darkness. Sometimes in life there is darkness surrounding us all over. You are not alone. This is completely normal. Accidents happen. We all make mistakes. Choices are not easy. Life is not always fair. In this darkness, there is always a light. You may have to do some stumbling around for it, but with all your effort, keep your head high and find that light.

What is life? Life is finding what makes your eyes sparkle, finding what gives your stomach butterflies, finding what you purely and truly love. Life is committing yourself to this. Every minute you spare, every penny you have loose, all your time spent bettering yourself

I would like to thank all the members of the Wellington house for the joy and enthusiasm they have carried across to the virtual house this term. Their demeanor and spirit is so strong that it has shone through and thrived in the virtual world. They have demonstrated that spirit is not about winning, its about being happy within themselves and making the most of every situation that they are confronted with. I will never forget this time in my life, but it is with thanks to the Wellington pupils that it is for the right reasons.

Thank you!





# Elliott House

By Mr Azopardi

Lockdown has come with its challenges for everyone this year. However, I am extremely proud to say how resilient the tutees of Elliott House have been in dealing with what has been truly been unprecedented times for all of us. Our form tutors have taken the time to speak to all pupils on a one to one basis, making sure their tutees felt supported academically, emotionally and socially. The peer mentor system we introduced at the start of the year allowed younger and older pupils to interact and support each other. We made sure all of us, including members of staff, were communicating with others, being creative and getting some physical exercise. I am deeply proud of what we have achieved this year and we shown that even during times of uncertainty proved that Together We can!

## William Weston – Elliott’s First House Captain

William Weston is Elliott’s outgoing and first House Captain. What a wonderful house captain he has been too. He’s worked tirelessly in trying to project the best image of the house during school assemblies and throughout the school. He’s a true ambassador of what a house captain should be like and we thank him for all the effort and support he has provided.

“Being elected as House Captain was quite an honour since Elliott was also the name of a house at my previous school, Sacred Heart Middle/St Bernard’s Middle. I therefore felt like I had a lot to live up to. It was a diverse role and certainly kept me busy, however, it was an extremely rewarding way to spend a year. Elliott house is a community I’m proud to be a part of and spending a year as House Captain reminded me of my passion for our small community.

In the future, I hope to see the house evolve further, as members come and go. I also hope to see the house’s ambitions grow, as well as its successes. I sincerely believe that whoever is part of Elliott House, should continue to hold the key values it has always held at heart”.



His ambassadorial role has gone beyond the house system and William Weston has gone global: “I have been participating in an online Model United Nations (MUN) program over the past three months. MUN is a simulation of the UN where participants represent a country or NGO and debate on a world crisis or issue and try to find solutions. The particular programme that I participated in, called MUN@Home, is based on educating middle and high school students on the workings of the UN, debating skills, and the Sustainable Development Goals (SDGs), which are 17 goals that every UN member state has committed to achieve by 2030.

Mrs Mason introduced me to the programme in early March as I was a member of the school MUN club. Later that month, I entered the programme as a delegate, and after two months I was selected to be a mentor, later becoming a lead mentor of a cohort of students. I’ve also become a diplomat for the organisation, MUN Impact, as a whole.

It’s been an extremely enlightening experience and has been amazing to work with students of a similar age from all corners of the globe. I’m extremely excited to see where this excellent opportunity will one day lead me.

A bright future for William no doubt and we wish him all the best. He will be missed by pupils and teachers alike and is always welcome to come and visit us.

A big thank you to both Anna Castle and William Weston who were this year’s house captains as we welcome Mai Akad and Anna Restano as next year’s Elliott House captains. We would also like to thank Lucy Nicholls and Hoe Mann as our outgoing Sports Captains and welcome India Borge as next year’s Sports Captain.



By Mai Akad

“In my year as a house captain I aspire to fuel the already existent house spirit that leads our house to so many victories. I will provide support to the younger years that are joining our school and make sure they are welcomed with an inviting smile. I will motivate our house members to achieve their goals to their best abilities and have fun while doing it. In addition, I aim to organise funding events for chosen charities as a part of the house spirit is supporting our community. “

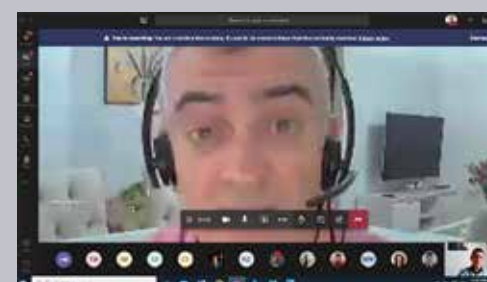


By Anna Restano

“Being a house captain of Elliott, I would like to be able to motivate the members of Elliott House to always try their best and strive for success. This is important as we must be able to communicate and work efficiently as a team, especially in inter-house competitions, whether it be a sports day, an academic challenge, or raising money for charity. I also hope that by creating a supportive and friendly atmosphere, Elliott members will feel comfortable around their peers and will be able to help and inspire each other. Having this sense of community within our house will allow us to be the best we can be.”



Elliott House have joined up with Jimmy Bruzon’s Action4Schools to try and raise money to fight Covid19 in impoverished Sierra Leone. Pupils, teachers and parents have been asked to run, walk or swim 5km in one week, aiming to raise at least £1 per km. The cost of one wash kit is £25 pounds and we wanted to see if we could raise enough for 10 of these. The £250 mark was surpassed by an amazing £655.



Jimmy Bruzon on a call to Elliott House



Mr & Mrs Azopardi’s route



A big well done to Lucy Nicholls on winning a Highly Commended in the Gibraltar Cultural Services, Spring Writing Competition. Here is an extract: The creaking seemed to intensify as I got closer to the room I dreaded the most. I became more aware of every sound, my senses on high alert. Despite my nervous, slow walk, every step I took seemed to echo around the dark corridor.

As I approached the bedroom of the little girl, I noticed that the door was bolted shut from the outside, just as it had so often been in the past. Then I heard a familiar sound, a sound that sent a chill to my very core, my heart was beating faster as I listened to the familiar scratching that had haunted me for years...

Our House tutees have been very busy during Lockdown:



My take on the Yellow Banana by Andy Warhol. 39 Lockdown Pop Art Mikey Piris, Elliott



Inside Prior



## How to study at home during coronavirus

By Isabella Dowie

What’s happening?  
On Friday 20 March, schools across the UK and Gibraltar, as well as many other countries, shut due to the ongoing Coronavirus crisis. The increase in deaths and cases of the virus had been rising daily and the school could be a potential hub to catch the virus. Now, across the world, many schools have been online schooling and the reactions to this has ranged from ‘been better than expected’ (like at Prior Park) to being a ‘cause for concern’, when pupils in other schools have not been able to access a comprehensive and effective learning environment.

Prior Park followed in the steps of others and used Microsoft Teams, where whole classes can meet up and have their lessons live. The teachers can screen- share and show what they would have on the board in class and everyone can see and speak to each other. The teacher has the ability to remove people from the call, mute them or give them daybook entries. It has worked really well and after adjusting to the new situation, everyone has settled into their learning.

I have written some tips based on my experience so far of learning online – we could be working this way for a while yet!

How can we create our own learning spaces?  
Personally, I find it easier to have the same space for all learning and homework. Don’t work in a space where you sleep or spend lot of your time as your mind isn’t able to take in new information as easily. Find a space where no other family member can interrupt you and make it as close to a classroom setting as you can. For example, move your phone out of your space and dress appropriately.

Aim to stick to the timetable and arrive (login) to your lessons on time with the right equipment and books/textbooks you would normally need. Homework is the same. It should be completed by the deadlines and to the quality it normally would be done.

Year 11s, what is the point?  
Although there aren’t any GCSEs to be sat there is still work to be completed. It’s expected at A-level that you know your chosen courses thoroughly and therefore completing courses is compulsory and important. Even though a subject such as maths you may not be considering for A-level, it has aspects in physics, economics and much more. This shows the importance of each subject and the attention to detail needed.

Positives and negatives for Year 11s  
We are missing out on the nerves overriding our systems the morning of our first exam but the joy of the last exam and the partying on that night will be missed. Above all this we will miss this experience which is supposed to prepare us for our A-level exams. But we must remember that we are all in this together; we will be known as the class of 2020; known to all future employers what we have gone through and that, despite the chaos, we persevered throughout. This is all a test and it’s key that we don’t crumble now. The hard work we put in now will be what draws attention to universities and employers later on.

Conclusion  
This is a masked opportunity that we all need to take on. Every Year 11 - please take this opportunity and use the time well. This global pandemic isn’t something that is commonly seen; the situation is new to everyone and things change day by day.

Our thoughts are with the families or anyone who is being affected by this virus. We hope for the best and thank all those working to fight against it. Stay safe, stay home and good luck!

encouraging them to play a more active role in their own education.

During the time of remote learning, I also organised an Inter-Class Physics Drawing Competition for my Physics classes in Key Stage 3. This prompted the students to digest the Physics concept that they learnt and to cross the interdisciplinary boundary between Physics and Art.

Ms Easter / Dr Mak  
In our tutor times this term, we have been looking at influential people and have learnt about and discussed people from all sorts of backgrounds – sports (the Williams sisters); literature (George Orwell); Business (Elon Musk); Music (Bob Dylan); Animation (Hayao Miyazaki); to name just a few.

Mr Doherty / Ms Amsellem  
In form KD, students have been given a physical and thinking challenge each morning. These has ranged from photography and dingbats, to core strength exercises and yoga moves.



## Peluso gets a new home!

By Anmol

We were delighted to foster Peluso who came to stay with us on 20 April.  
  
His original owner was a 90 year old woman who unfortunately had to give him up because of an injury. Peluso came to us through Animals In Need as a foster dog and when he first came to us he didn’t trust us and instead stayed away,

barely ate or drank anything and was quite distressed. However, when he started trusting us he turned out to be cheeky, curious, funny, confident and the sweetest little puff ball ever!  
  
The happy ending I hear you ask. We adopted him! He is turning 11 this September and I’m already planning a party!

By Sienna May Lee

I’m a student at Prior Park School my name is Siena May Lee and I’m in Year 7. Prior Park School has given me strength and boosted my confidence from the beginning and I am extremely thankful and grateful.

This picture is for people who feel ashamed or feel bad about the way they look. You need to know don’t hide your inner self. Instead be the person who doesn’t care about what people say, even if it that hurts you. You are you and no one can change that, take it from you or force you to do something by pressurising you.



# Living History

By Mr Martyn

At the end of this month, I will come to the end of my eighteenth year as a teacher. While not the longest-serving teacher in the school, a cursory glance of SchoolBase shows I started teaching before all but a handful of our students were born. Certainly enough time to have seen fashions, styles and techniques in teaching emerge, disappear and even re-emerge. No less than ten Education Ministers have led my profession, and during their time in office, there have been three title changes to their post. In essence, enough time to sit in a staffroom and cynically declare, 'I've seen it all in education.'

So when on the 20th of March the Secretary of State for Education, Gavin Williamson, announced the Summer 2020 public examinations were cancelled I had to take a deep breath and accept I hadn't actually been here before or had any similar prior experiences to draw upon to help support the examination cohorts in our school. Observers and social commentators have since declared this is the most significant disruption to education in the UK since World War II. We are genuinely living history in our times.

Schools following the British curriculum around the world anxiously waited for news on what would, could and should be done in place of the only system we have known since 1951; public examinations. We got our answer, and it left children across the globe with the uneasy knowledge that their fate was no longer in their hands. Everything they had been asked to learn, undertake, think, achieve and point towards for eleven or thirteen years was being rendered redundant! As a teacher who, for many years, has driven his students to these two pinnacles in the education system, I could not imagine how that made them feel. I had an idea, but genuine understanding? That would have been overstating the challenges my own educational journey threw at me. It left me with an Easter of soul-searching and reflection.

We had young people who had lost their voice, their opportunity to peak at the right moment. Others lost their routine and structure. In the place of these, we tried to fill the void with something else. Nothing was going to replace the scale and experience of national public examinations. Nevertheless, we wanted to give a voice to those students who felt they had not yet shown their full gamut of abilities and so we launched our Assessment and Viva Voce opportunities.

Always optional, they gave students a further opportunity to

demonstrate the progress they had made towards the Assessment Objectives of each examination subject. Neither choice was right or wrong, merely the prerogative of all our students to take back control and feel the outcome was in their hands and not someone else's.

They say, out of crisis comes opportunity, and, in this case, they were correct. Teachers from all faculties have expressed how well our students rose to the challenge of the viva voces, spoken exams more commonly associated with post-graduate education than GCSEs and A levels. However, such was the confidence and command with which our students spoke that we now find ourselves unable to resist finding a space for them in our annual academic calendar. These viva voces are much more realistic of the challenges faced in the work environment where a written demonstration is far less prevalent than oral discussion and presentation. So they are an excellent skill to start honing. — another example of how we seek to deliver an education for life.

I can not rightly sit here and say who the brave ones were. In truth, our Year 11 and 13 pupils have shown more 'grit' and 'resilience' to weather this storm than I had to during my entire educational journey. We work in a school where those two words have been the focus of many assemblies or conversations. A school where we say, invest in the process and the outcomes will be the benefit of hard work. I can sit here and tell you, all of our Year 11 and 13 pupils demonstrated those qualities of grit, resilience and hard work in the most destabilising of times. I admire them all for how they have confronted this experience by continuing to engage in full-time education, preparing for a summit and maintaining healthy working relationships with their peers and teachers.

To return to the words, I used at the start of this passage: we are all living history. Jesse Wenthe, a Canadian broadcaster takes it further by saying, "We are all living history, what we do now resonates for generations. We should all act and behave accordingly." Undoubtedly, how our Year 11 and 13 students have acted will serve them for years to come through adult life, and their behaviour has been an example to their community, and certainly to me.

I wish the 'Summer 2020 examination cohort' a prosperous Summer and beyond.

# Charities

A charity is an organisation or foundation that is set up in order to support a worthy cause. Most notably charities can raise awareness or funds to help their causes be it in research (if it's medical) or to purchase supplies. Prior Park has always been working to support local charities, but this year Prior Park have furthered their involvement.

Years 10 - 13 have been placed in groups to aid specific charities. These groups consist of about ten to twelve people who have been helping charities such as: Childline, Hogar Betania, Cancer research, Nautilus project and many more. Some of these groups have done amazing work to help these charities, for example, there have been several mufti days where we either wore our own clothes or a piece of clothing. In addition, there was going to be several more mufti days and fund raisers, for instances bake sales, but due to recent circumstances the progress has been disrupted.

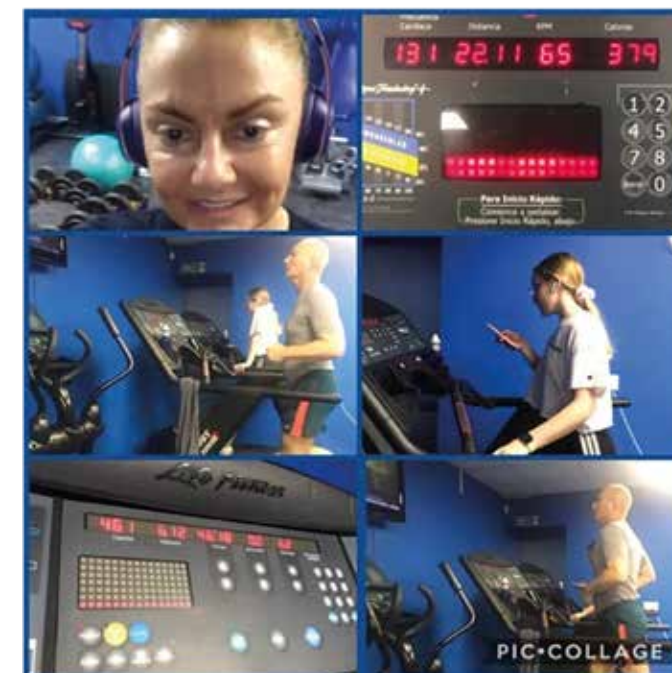
Not only has the fundraising been beneficial for the charities but it has really helped the students to communicate with people who they do not usually talk to, as well as allowing them to be independent and creative. I spoke to one of the students involved and they said "I have really enjoyed helping this charity as I think it is very important and helps lots of people. My favourite thing about what we are doing is not only that we can help others but that we have fun doing it."

Some of the students involved in helping Hogar Betania actually gave up their Christmas Eve to give the children gifts and organised students to create shoe boxes filled with things to give to them.

The students involved with aiding Childline had prepared activities such as a bake sale, 'blue' day, and had invited speakers from Childline in order to help raise awareness. Unfortunately, these plans had to be postponed as they were supposed to happen just before lockdown was initiated. The teacher these students worked with said, "This year, I have worked with students who chose to support Childline as their local charity. The plans remain in place and as soon as we are able to, we will restart our efforts in our support of Childline. I look forward to seeing all their efforts come to fruition."

The students at Prior Park are eager to return to aiding the charities and to continuing with the competition, as whoever does the best receives a reward of a day out with the whole team.

During the Covid-19 lock-down, we were all looking for ways to help others in local community, specifically the front line workers at St Bernard's Hospital and within the GHA.



Many of our students and staff decided to take part in the 'Rock the GHA' challenge, which saw people run, walk or cycle for 5 kilometres and then each donating £5 to the GHA's COVID-19 fund. Some participants went well above just 5km, with some families joining together to run, cycle and even kayak up to 50km! Together we donated over £250 for the GHA fund.





## On-going Co-Curricular

Due to the recent circumstances most of our co-curricular activities have had to be stopped, however some are still able to continue online. The school's choir has become virtual and are creating a video of the whole choir singing. Each student involved in the choir has been asked to send a voice memo of them singing 'Blinded by Your Grace' by Stormzy. Each person has been given different parts to sing to create a harmony, in addition to having solos. The students were then requested to make a video of them singing using facial expressions and hand gestures. These will then be edited and added together to create a video of the whole choir singing this song.



Ms Amsellem said:

"In order to boost community spirit and show our appreciation for the amazing staff at the GHA, our school community has worked hard to produce our very own virtual rendition of 'Blinded by Your Grace' by Stormzy during lock-down.

A 'virtual choir' brought together over 40 members of our community together in song. Pupils and staff were invited to learn their parts and record both audio and video files of themselves performing the song. The finished article depicts tiled rows of pupils and staff stitched together and singing in solidarity, as well as the sights and sounds of Gibraltar.

Sharing an experience of making music together has been truly uplifting and rewarding - not to mention lots of fun! Thank you to all the Prior Park pupils, staff and GHA staff who took part in this project. With a special thanks to GBC for allowing us to use their footage of St Bernard's Hospital and the wonderful medical staff."

In addition, another co-curricular activity has been running, young enterprise has been working towards the finals this term which took place on Tuesday 9 June and although they did not win, they worked extremely hard and created a great product and learnt so much from the experience.

APRIL/MAY 2020

# Student of the Month



**MAI AKAD**

She just has the balance right...

A wonderful friend to those close to her but friendly with everyone. Extremely driven to be the best student she can be but still gives everyone else in the class a chance to answer or speak. Always demonstrates academic humility in front of her teacher and her peers. Mai seeks me out for extra work to ensure she is able to hit the highest GCSE grades... did this after not being happy with a Grade 8 in the Easter report! Since lockdown, she is the first to log on to all Teams lessons...at least 5minutes early and never leaves the session without saying 'Thank you'.

**Mr Martyn**

Mai is one of those pupils who you can always count on to not only do things properly but to do it with a smile and with passion. Her can do attitude and approachability will serve her very well in the years to come. She will make an excellent house captain and we look forward to seeing her leadership skills develop further come September.

**Mr Azopardi (Head of House)**

I cannot think of a more deserving student to receive this! Mai has adapted with resilience, commitment & pure dedication to her studies over the last few weeks.

I receive positive e-mails from her teachers almost daily, Mai is an exemplary student in every way, and I know her hard work will pay off when the time comes.

In addition, Mai is a compassionate member of my tutor; she has supported younger students and has offers sound learning advice to others during remote learning. Well done Mai!

**Mrs Oxley (Tutor)**

Mai apologised last week for asking me an unrelated question ... any student that starts off with 'I've been reading a book by a man called Stephen Hawking, I think it's called 'A Brief History of Time' ... is that we would do in A level Physics?' ... and she is in Israel! .... if she'd been in the room we wouldn't have got to break!'

Brilliant student ...bright, positive, curious, independent-minded and humble enough to know when to ask for help! Sh-mazing!

**Mr Watts**



**Prior Park  
Gibraltar**



# Staff Leavers



Unbelievably, given the runway's reputation, I have only once endured disruption on a flight to or from the UK. Paul Martyn and I were waiting at the airport for what was then an annual trip to Prior Park College, on a Sunday morning - Mothers' Day 2018. When the tannoy announced that our flight to Bristol had been cancelled, not just diverted, we realised that the next few days were going to be very unusual. We had been due at the College in Bath to observe, interview and recruit the next batch of teachers for our growing school...

Given no other option of other flights to reach the UK due to poor weather we agreed to proceed by interviewing by SKYPE and trusting our UK colleagues to give us good feedback on the observed lessons. In some cases, even SKYPE failed us due to bad weather at the College and we had to resort to interview by telephone!

And so it was that both Jonny Young and Rebecca Owen were appointed and agreed to come and teach at Prior Park without meeting or, in Rebecca's case, even seeing or being seen by Paul or myself. The risk of employing someone I had never met in person due to travel restrictions seemed so bizarre in 2018...in 2020 it has become the 'new normal'. Both Jonny and Rebecca have more than repaid this risk in the two years they have been with us in Gibraltar...and it seems ludicrous that it is only two years such is the impact that they have both had on the school as Head of Rooke House and Head of Humanities respectively. In the classroom, as both teacher and tutor, they have set high standards and expectations for their students and have always had the care and compassion to invest and support individuals. They both teach as a vocation rather than a job and their respective schools in the UK are gaining excellent colleagues who will surely go on to enjoy very successful and impactful careers.

Mike Grech, who has helped us out teaching GCSE and A level Biology with us for the past two years had slightly less far to come to join us ... just up the hill actually. Mike re-retires this summer and we him every happiness and thank him for his calm and wise teaching of our older students.

**By Jonny Young**

#### **Best moment?**

Rooke winning the Day of Sport. Such a great feeling! I'll miss all you Rookies!!!

#### **Worst moment?**

Back in 2018, I was teaching a Spanish class and I had my PE kit on. I was nearly halfway through the class when one of my pupils felt sorry for me and said, 'Mr Young, I think your t-shirt's inside out...' I must say, I think that makes our students stand out from the rest! Empathy in action.

#### **What you will remember?**

Cycling across the runway in the galeforce winds and rain, getting absolutely soaked! I will also remember all the laughs and good chats I had with students and colleagues. I particularly enjoyed travelling with pupils and Ms Debenham to Lyon on the French trip. It was certainly an adventure!

**By Rebecca Owen**

#### **Three words to describe your time at PPSG?**

Work life balance

#### **Best moment?**

Any time I saw a child make progress. Some that come to mind - Ishika Nagrani's huge progress in RE between Year 10 and 11, JJ and his ever improving history essays, Anushree questioning everything (what an amazing critical thinker)

#### **Worst moment?**

Not being able to see my students faces during online learning.

#### **What you will remember?**

A warm and supportive community; a beautiful school site; the most polite pupils I've ever taught.

**By Mike Grech**

#### **Best moment - Eureka**

The best moment(s) to me are when I see that sparkle in students faces when they suddenly grasp a concept or idea. It makes it all worthwhile. To me that is the best reward in teaching. (True with all students but especially special with the "weaker" student who finds the subject more challenging).

#### **Worst moment - Microsoft Teams**

The day we were told we would have to teach on-line via Teams. (It was a steep learning curve for me - and I only got up a little way - enough I think to enable my students to continue with their studies with reasonable success).

#### **What I will remember - Christian**

I have always enjoyed the fact the school has an overall Christian ethos. This is clearly demonstrated in practical ways in the loving and supportive approach, caring attitude and dedication teachers and all workers at PPSG show.

# An Education for Life

During a time when Year 11 & 13 students across the world should have been celebrating the end of their final exams and looking ahead to leaver's balls and celebration assemblies, they have instead been left feeling frustrated and let down by the circumstances they found themselves in.

At Prior Park School, we were determined that our students would not feel abandoned by their school in such a crucial time and quickly worked to put plans in place to ensure their last few months at school would be **enriching, exciting and valuable** time spent working towards the future they had planned for.

Our Year 11 Programme has included **Virtual A-Level taster lessons**, a **Virtual Careers Fair** with workshops ranging from Aviation to Nursing, and the opportunity to take on an **Extended Project Qualification (EPQ)**, which can earn them UCAS points for University applications. They have also had the chance to speak to University reps from across the UK about the options they have after their A Levels.

For our Year 13 students, who perhaps have had the biggest anti-climax at the end of their Secondary Education journey, we have organised **Life Skills webinars**, **University webinars**, **Online Summer Internships** and a detailed **University preparation pack** with information on cooking, what to pack, what to expect from lectures and even a video from Headmaster Mr Watts on how to iron shirts!

Whilst we cannot all be together at the end of the year to celebrate with our students, we will be meeting virtually to send them off into the big wide world, onto which ever adventure they have chosen for themselves, with the hopes that we can have a belated celebration, in person, at the start of September.

**A huge thank-you** to everyone in the local community who has donated their time to these programmes, from hosting career talks to offering summer placements.

**An education at Prior Park School is an Education for Life.**



**Prior Park  
Gibraltar**

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*12-18 Day Co-educational Catholic Senior School*