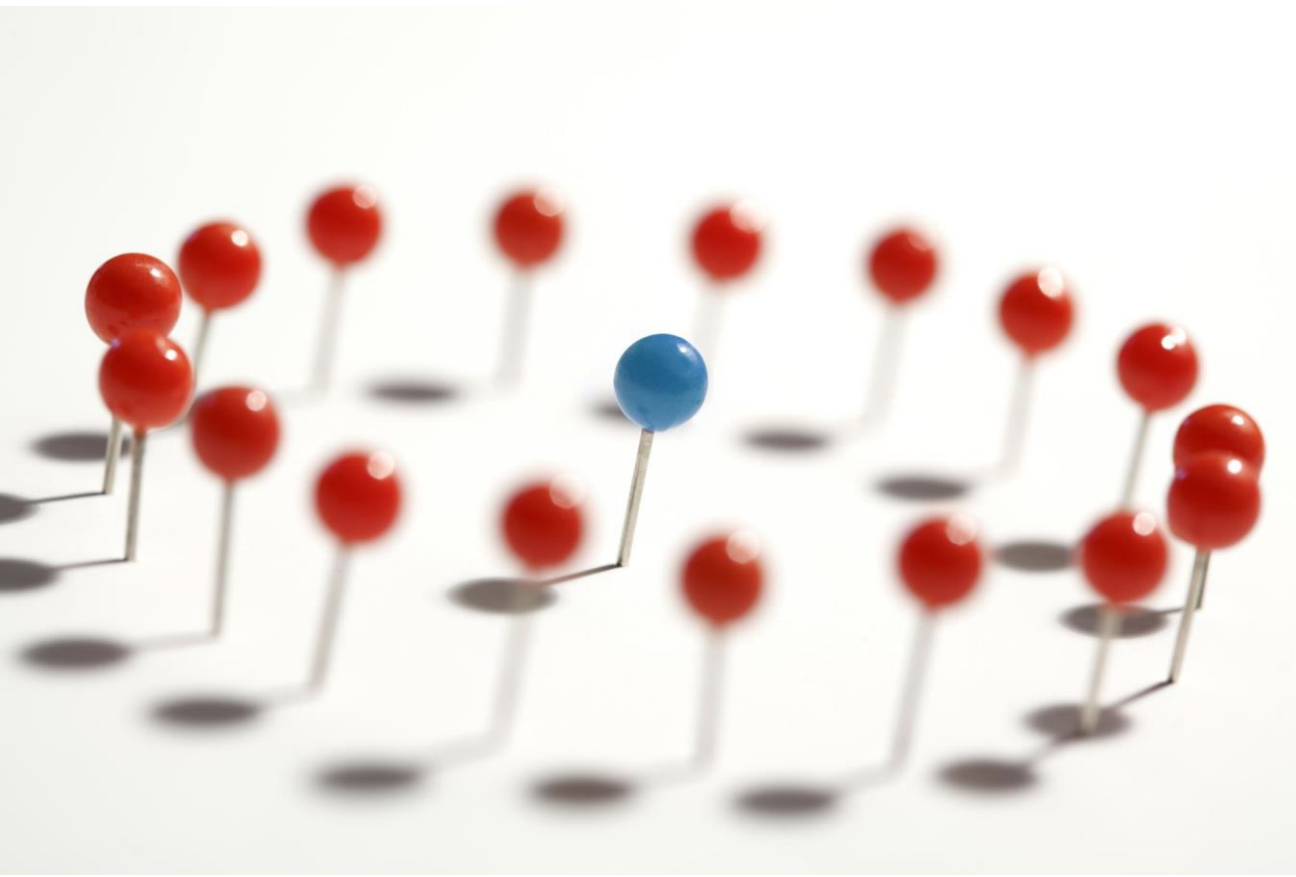


# Learning Matters





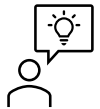
# Autumn Term 2021



- 'Learning Matters' is published twice each academic year to showcase outstanding teaching and learning in the secondary school.



- Every year, staff members select a personal 'Developmental Learning' focus for the year to enhance student learning and achievement and many of the innovative and creative teaching and learning strategies highlighted are a direct result of this work.

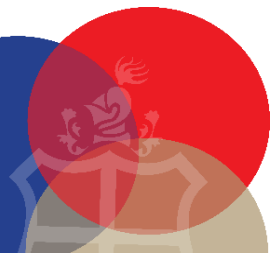


- Innovative approaches in this edition include the use of creative digital learning platforms in MFL, lunar module design in science and solving crimes with the help of the Luxembourg police force in Psychology!



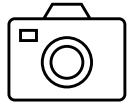
- All staff also take advantage of regular Professional Development opportunities, both in school and on-line, to ensure that all staff are up to date with the latest innovative teaching methods.

**Gary Cooper** – Assistant Head Teacher (Learning and Achievement)





# Learning Matters.....in Arts



Students in Year 12 successfully experimented with the process of making a Camera Obscura. The phrase translates literally as 'Dark Room' and has been used by artists throughout history to assist in accurately drawing images onto a canvas or paper. It is also the foundation of Photography and uses the science of the human eye, creating a lens for light rays to pass through from outside into the room.



A Level Art students were very excited to put theory into practice and understand the science. Y11 GCSE students visited the Camera Obscura whilst it was set up and benefitted from seeing this amazing process in person.

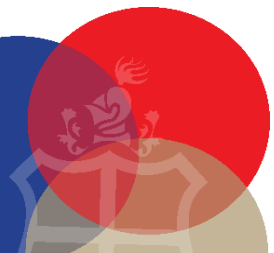
Ms Taylor



Scene Outside

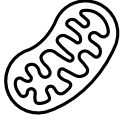


The live image viewed on paper which has passed through the lens and flipped the image.





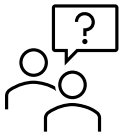
# Learning Matters.....in Biology



In November Dr. Guy Sutton delivered 2 workshop sessions to our A-Level students. A leading authority in psychiatry and brain disorders, Dr. Sutton's annual lectures once again made an impression upon our learners. Linking his content to the Biology A-Level syllabus he took the students on a journey to understand the nervous system up to and beyond undergraduate level.

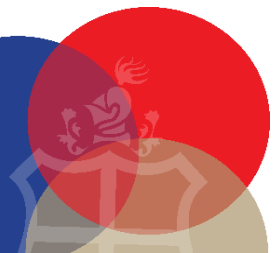


He shared information on the latest research and cutting-edge technology in neurobionics along with the amazing work taking place with organoids in university laboratories around the world. The Year 12 students had the opportunity to dissect brain tissue which certainly made a lasting impression, whilst the Year 13 students looked deeper into the impact of drugs and their associated biochemical pathways.



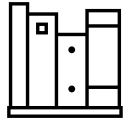
They also had the opportunity to ask questions regarding university life and choices, given it is an important time in their academic year, hopefully he was able to give some thoughts for reflection. Overall, it was a very successful day, and the Science Department certainly look forward to Dr. Sutton's return in 2022!

Mr Roberts

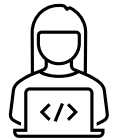




# Learning Matters.....in Business



Year 10 IGCSE Business Studies researched a selected business by using our school library to access relevant texts and journals. Before completing the task students learnt about Harvard Style Referencing as a form of citation in written work.

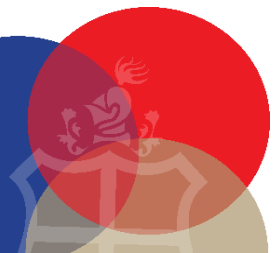


The class talked about why it is an important part of academic writing as it tells the reader sources they have used and how to find them. Students then learnt about how to cite a reference in their text or as a summary where a quote or paraphrase has been used. Businesses selected included eBay, ASOS, Apple and IBM.



The Year 10 students fully embraced the task, enjoyed learning more about how the library works and what would be expected from their work should they decide to go to University.

Ms Simmonds





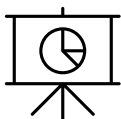
# Learning Matters.....in Chemistry



Although Year 13 students are not assessed in a practical way at the end of the year, mastering practical skills in the laboratory remains one of the objectives of the A-Level chemistry course. Our students made use of the school's IT resources and applied continuous monitoring to follow the course of a chemical reaction.



On this occasion we used dataloggers to produce a pH/time graph during the titration of a variety of weak and strong acids and bases. The pH meter produces up to 20 readings/second while the software generates an extremely accurate plot.



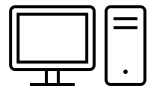
The results obtained were so precise that our AS students could use them to identify which type of acid and base had been used in each case.

Mr Perez



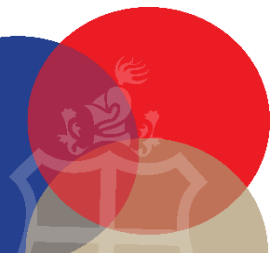
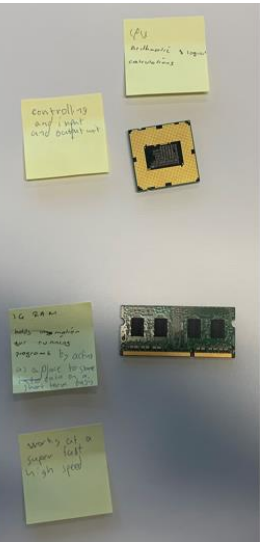
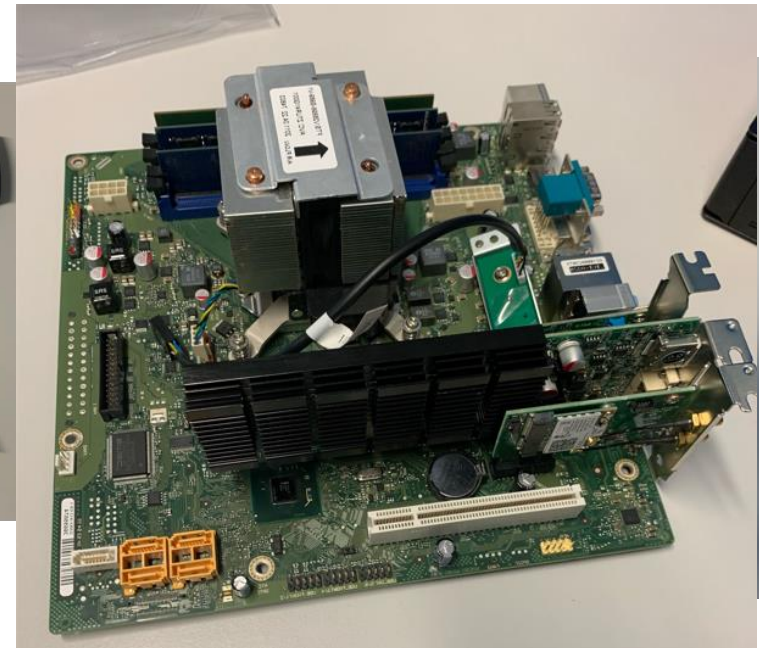


# Learning Matters.....in Computer Science



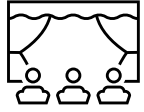
In Key Stage 3 students were introduced to the Beaver Computing Challenge on Ada Lovelace day (October 12th). We ran this event faculty wide, celebrating the union of mathematics and computer science through this competition which focuses on logical and computational thinking. In Year 12 Computer Science, students disassembled a computer, labelled the components on the motherboard and re-assembled the computer architecture.

Ms Ganea





# Learning Matters.....in Drama

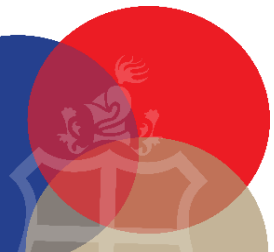


Every student in year 8 had the opportunity to perform in Shakespeare's A Midsummer Night's Dream this term. They have studied the language, the characters and the plot and were challenged to produce their own contemporary production of the play in a style that they felt would resonate with a modern audience. The groups used music, choreography, and costume to tell their tale. This resulted in a festival of theatre featuring three very different productions of the same play. The students were unanimous in their excitement to be back on stage together in front of an audience, made up of family, friends and teachers after a 2 year COVID gap.



Following their productions, students had the opportunity to reflect on their success as a group through a whole class teacher led discussion. It is important after a performance that every performer is allowed the opportunity to share their thoughts and feelings along with feedback from the rest of their cast. Adding a vocational twist, students were asked to imagine that they were taking their production on tour and create a promotional video which in a real world context would form part of the press pack.

Ms Williams





# Learning Matters.....in Economics

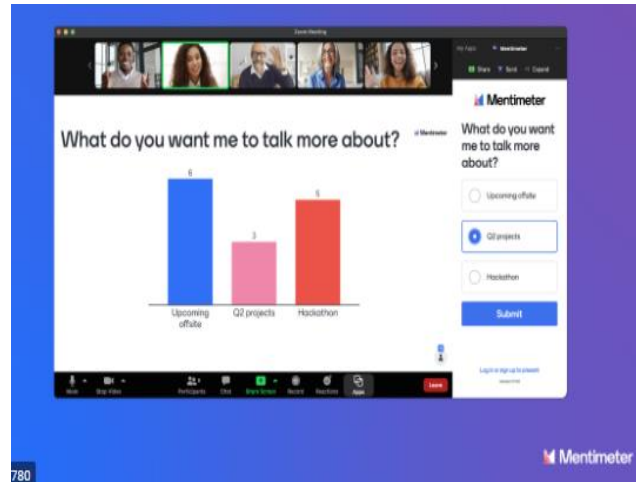
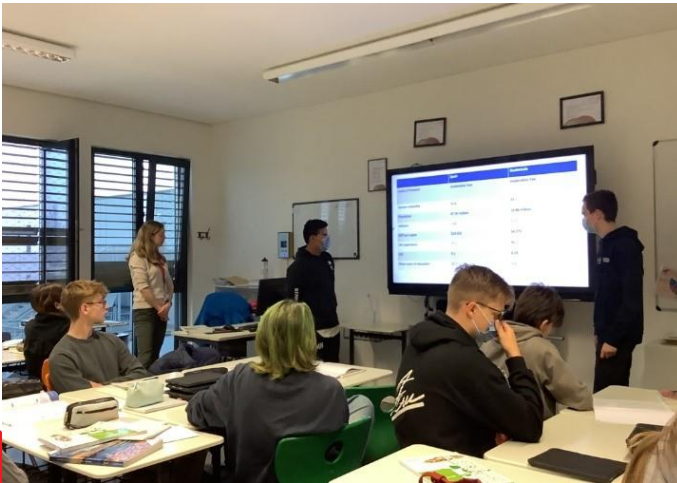


Mentimeter is an interactive presentation software that allows the teacher to gain instant feedback from students on a range of topics and assessments. For example, it can be used as a reflective exercise after a test. The students are able to reflect on their perception of their strengths and challenges faced in an assessment.



It can be anonymised so that feedback is more honest. This can aid future planning and assessment. It also supports teacher and student relationships as students can give feedback on how they found lessons.

Mrs Van Kalles





# Learning Matters.....in English



Year 7 have been working this term on 'I am Malala', the autobiography of human rights campaigner Malala Yousafzai.



As an alternative to traditional writing, they have been trying to summarise the themes and ideas of the text using pictures and diagrams in order to explain the purpose of Malala's writing.



They have then used this to identify personal and global causes that matter the most to them, and have sought to distil these to a single image as well.

Ms Pantoulia





# Learning Matters.....in Geography



Students in Year 7 been learning about the COP26 Conference. The students have been making links between their curriculum and current affairs. As well as exploring the science behind climate change, the students in Year 7 have created promotional materials and poetry to support St George's own climate pledges.

Mr Stazicker and Ms Clack

[illegible]



# Learning Matters .....in Government and Politics



We frequently find that the course topics we cover are hitting the headlines just as we study them. For the current Year 11 that meant tracking the emerging controversy and debate over the extent to which the UK dipped below the expectations of a democratic society and whether the 'elective dictatorship' concept, originally coined by a former Conservative Chancellor to critique the activism of a Labour government, can be applied today in the context of the Johnson government's huge parliamentary majority.



This year the focus switches to international politics and case studies on conflicts and attempted resolution. We've been exploring NATO and UN actions in former-Yugoslavia and elsewhere as the future of the tripartite Bosnian government hangs in the balance, with separatism re-emerging.



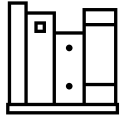
In the centenary year of the partition of Ireland, we've also been studying the 1998 Good Friday Agreement, brokered by the US, which brought an end to 30 years of bloodshed through the so-called 'Troubles' in Northern Ireland. With the pro-British unionists up in arms over the 'Protocol' that keeps Northern Ireland in the EU single market but effectively outside the UK's internal market and nationalists calling for a referendum on reuniting with Ireland, is the landmark peace deal under threat? To help consolidate their learning, Y11 Politics students have been working on their own guide to the conflict, its history, multiple agreements, and potential bumps in the road on the continued path to peace.

Mr Burrowes





# Learning Matters.....in History

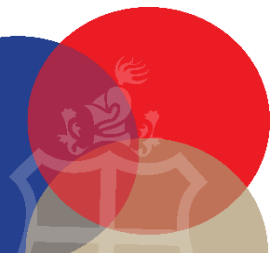
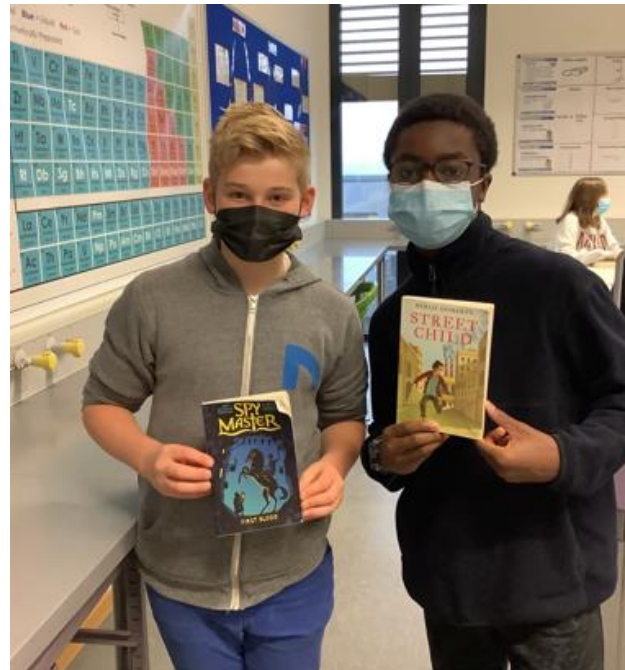
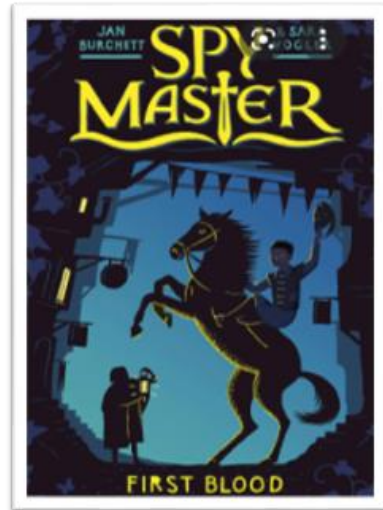


Students in Key Stage 3 have been using the 'Challenge Corner' library in History. Students have been reading a range of historical fiction texts to supplement their understanding of the curriculum. Josh and Caleb in 8MTH are among two of the students to enjoy the new books.



This is also part of a wider aim of promoting a culture of reading for pleasure amongst the students. 'Spy Master' links to the Year 8 study of 16th Century England, whilst 'Street Child' allows students to develop their understanding of life during the Industrial Revolution in Year 9.

Mr Ellison

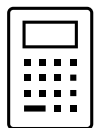




# Learning Matters.....in Mathematics



In Maths and Further Mathematics, students have been introduced to Learning Reviews. Learning Reviews are conducted in several stages:

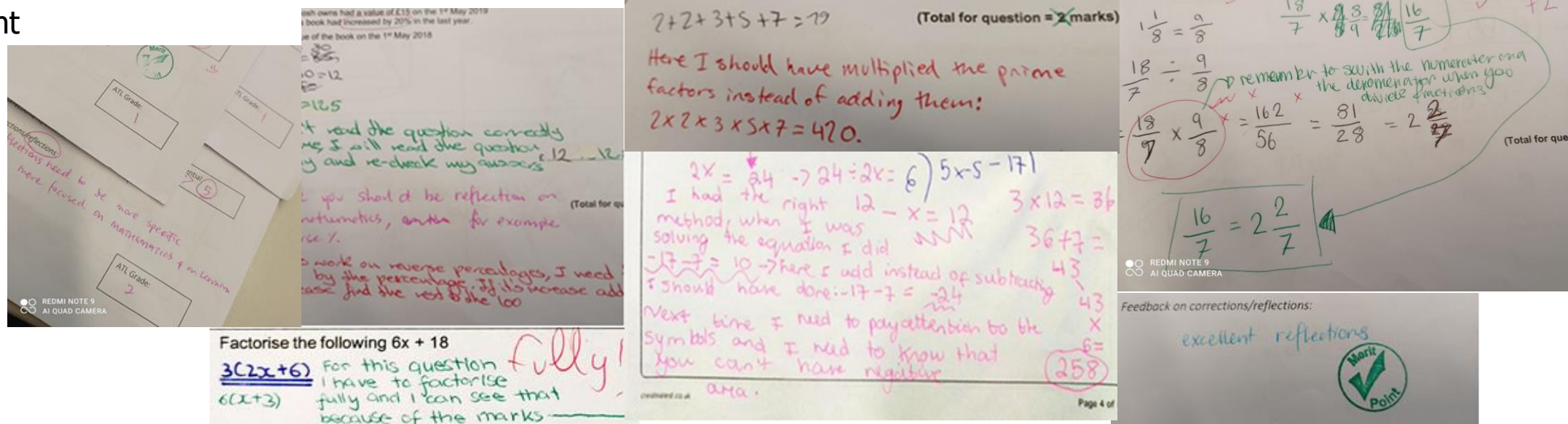


The first stage is just like a traditional test - sat in class under test conditions. Minimal marking and feedback is given and the students then have the opportunity to take the LR home and correct any errors (only using books and notes – without help from others or the internet). Students reflect on their mistakes and can gain back partial credit based on the reflections.



After this stage, more direct feedback is given, including feedback on reflection. We are aiming to increase growth mindset and reduce 'test anxiety' as well as to develop reflective learners. So far, we've received very positive feedback from students, teachers and parents.

Dr Plant



ATL Grade: 1

ATL Grade: 2

Factorise the following  $6x + 18$

$3(2x+6)$  For this question I have to factorise fully and I can see that because of the marks

2x + 2 + 3 + 5 + 7 = 19 (Total for question = 2 marks)

Here I should have multiplied the prime factors instead of adding them:  
 $2 \times 2 \times 3 \times 5 \times 7 = 420$

2x = 24  $\rightarrow 24 \div 2x = 6$  5x5-171  
 I had the right 12 - x = 12 3x12 = 36  
 method, when I was solving the equation I did 36+7 = 43  
 $-17-7 = 10 \rightarrow$  here I add instead of subtracting 43  
 I should have done:  $-17-7 = -24$   
 Next time I need to pay attention to the symbols and I need to know that you can't have negative area.

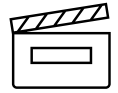
2x  $\frac{4}{7} = \frac{18}{7}$   
 $\frac{1}{8} = \frac{9}{8}$   
 $\frac{18}{7} \times \frac{8}{9} = \frac{16}{7}$   
 $\frac{18}{7} \div \frac{9}{8} = \frac{162}{56} = \frac{81}{28} = 2 \frac{2}{7}$   
 remember to switch the numerator and the denominator when you divide fractions

Feedback on corrections/reflections:  
 excellent reflections

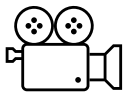
Mark Point



# Learning Matters.....in Media Studies

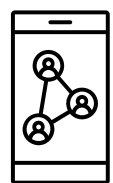


If you were faced with the creative and practical challenge of producing a music video that creates verisimilitude\* as an actual Björk promo video and hits the A/A\* criteria for Media ... would you pop out to buy a load of sweet and mushrooms?! \*convincing realism



Well, this is just what Christian and Alex did, to stunning effect as you can see below! Having analysed a range of the iconic Icelander's videos and overall brand image, they decided they would follow her tendency to incorporate surreal fantasy elements, taking inspiration too from an Apple video promoting the new iPhone by showcasing shooting with miniature sets. The dynamic duo have booked a session at a greenscreen studio to capture live action footage to layer over this and other mini-sets, collaborating with Art students Georgia and Charlotte on prop and costume design, and lead actor Laura on outlandish make-up.

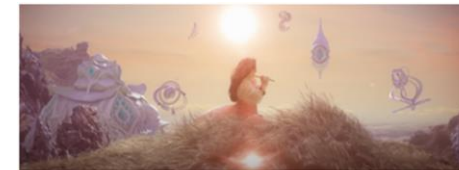
Media students are constantly engaging with theory – have a look at the display outside the classroom to get some sense of just how cross-curricular learning in this subject is. To help bridge exam and coursework, the A2 students have also built their own digital Björk advent calendar (accessible via the QR code). Likewise, Y11 have been applying an impressive range of academic concepts to the GCSE exam case studies – and greatly impressed their older peers (and me!) by successfully outlining 20 such theories without notice or warning!



Mr Burrowes



CLOCKWISE FROM ABOVE: mini-set for Björk video; sample A2 advent entry; QR code to access A2 advent; Christian films a vodcast explaining how they'll use greenscreen

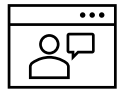


Björk - The Gate

In many of Björk's music videos there is a clear sense of fairy-tale simulacra, which is established by the unearthly feeling that she provides with her mise-en-scene done by CGI, whereas sometimes it is a theatrical staging – where she uses both types in one video (*Army of Me*). However more importantly, her narratives sometimes span over multiple music videos, specifically "The Gate" carries on where "Vulnicura" from 2015 left off. The director (Huang) described this as a "culmination of my five-year collaboration with Björk". This is the same with other artists such as Guns n' Roses, as the narrative in them spanned across a trilogy of music videos: "Don't Cry," "November Rain," and "Estranged." Vernallis argued that music videos do not have a narrative as they do not provide sufficient exposition and they are too elliptical, being too short and lacking dialogue. However, this example undermines her argument as it clearly has a narrative.

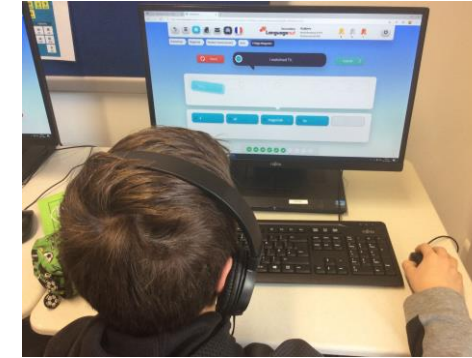


# Learning Matters.....in MFL (1)



Our KS3 and KS4 students have now 24/7 access to an online platform [Languagenut.com](https://www.Languagenut.com) where they can practise their language skills in French and German. For each task they complete they earn points and contribute to our school performance in the world as well as to their own student ranking in school.

Mr Foz, Head of MFL

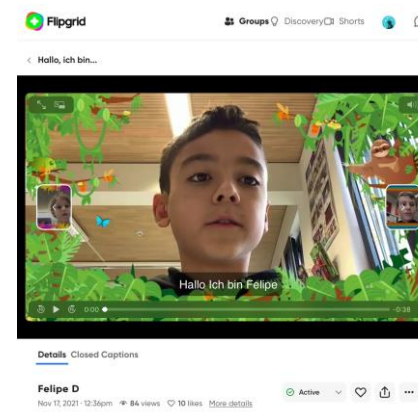
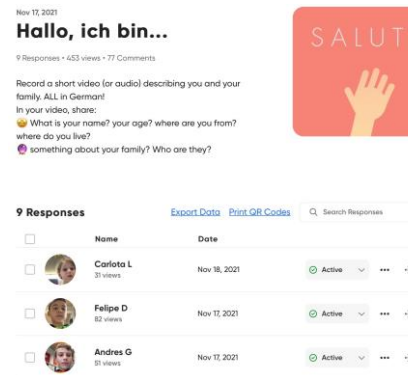


# Learning Matters.....in MFL (2)



My KS3 classes have started using Flipgrid as a new innovative tool to increase their speaking opportunities in French and German. This very popular app in many schools around the world, gives the students an additional opportunity to record a verbal response to a task set by the teacher. The teacher and the other classmates can then listen to it, give feedback and start a conversation around the topic.

Mr Foz, Head of MFL





# Learning Matters.....in Music



In Year 8 music, we are studying instruments of the orchestra, learning about each family of instruments, and then making original compositions using each family.



This unit has students listening to orchestra pieces, training their ears to recognise specific instruments, and composing. Students study an image, and then use the instrument family to convey what they see with music.



We also do an assessed Peer feedback and DIRT exercise where students give positive feedback and constructive ideas on the compositions, which are played in a randomised and anonymous order. They then reflect on this feedback and write some notes on how to improve their next composition.

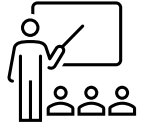
Ms Bloom



5. What I enjoyed about this composition was the dramatic start and the use of different instrument. I think it had a lot of different cool effects that gave different vibes. There are some parts where it has a lot of <u>harmony</u> . I love the big bang at the end	This Composition would be even better if it wasn't so loud and maybe at the beginning you could aligned the notes as they were a bit everywhere I also think you could have added a few more brass instruments.
6. What I enjoyed about this composition was how it starts so simple and adds a low bang I also love the pattern you keep I think that adds a lot of texture I love the special effects it really gives a scary vibes and compared to the brass which are giving a higher one it makes great harmony	This Composition could be even better if it had a few more brass instrument because I think that it had a few too many special effects
7. What I enjoyed about this composition was the decrescendo and the harmony I think it has a good amount of texture and many different pitches	This Composition would be even better if the notes were a bit more aligned and there was a repeating patten in the background I also think there could have been more instruments or special effects to make the mood of the song stand out because it <u>think</u> it was kind of hidden in the background
8. What I enjoyed about this composition was the special effects in the beginning and the creepy but adventurous vibe. I liked the different pitches and the lower pitch repeating sound that there was in the background	This Composition would be even better if it was a bit shorter because I think after a while of listening to it it kind of lost its creepy mood and <u>texture</u> I'd also I would have liked a stronger ending and more brass instruments



# Learning Matters.....in GCSE PE



This year, one of the school focus areas to improve student learning is Dedicated Improvement and Reflection Time (DIRT).



In GCSE PE, the Year 10 students recently completed their first theory assessment on Fitness and Training. The tests were marked and then returned to the students who then had a 'DIRT' lesson to reflect on their performance and to make corrections and improvements to their original answers. The test was then re-marked with the students gaining half marks from any of the improved answers.



This strategy allows students to understand their potential ability (DIRT grade) and enables them to identify and correct errors and focus on exam technique very early in the GCSE course.

Mr Cooper.



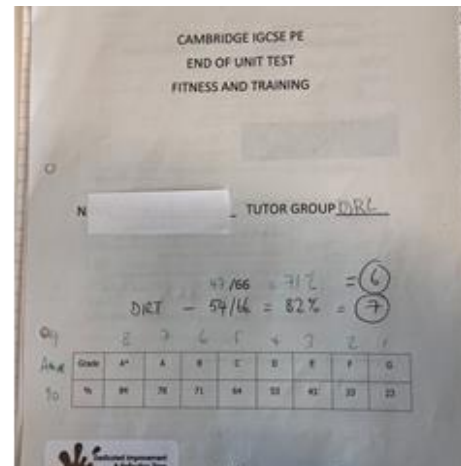
CAMBRIDGE IGCSE PE  
END OF UNIT TEST  
FITNESS AND TRAINING

TUTOR GROUP S21

DIRT -  $\frac{49}{66} = 74\% = 8$   
 $\frac{60}{66} = 91\% = 9$

Grade	A*	A	B	C	D	E	F	G
8	2	6	5	3	2	1		

+ 8 = 4 marks



CAMBRIDGE IGCSE PE  
END OF UNIT TEST  
FITNESS AND TRAINING

TUTOR GROUP DRL

DIRT -  $\frac{49}{66} = 74\% = 8$   
 $\frac{54}{66} = 82\% = 7$

Grade	A*	A	B	C	D	E	F	G
8	2	6	5	3	2	1		



CAMBRIDGE IGCSE PE  
END OF UNIT TEST  
FITNESS AND TRAINING

TUTOR GROUP DRL

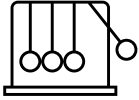
DIRT -  $\frac{49}{66} = 74\% = 8$   
 $\frac{52}{66} = 78\% = 7$

Grade	A*	A	B	C	D	E	F	G
8	2	6	5	3	2	1		

+ 8 = 4 marks



# Learning Matters.....in Physics



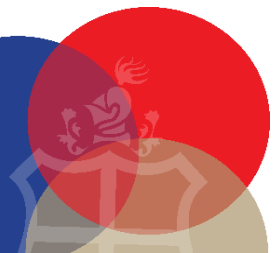
A number of Year 13 physics students have had their scientific abilities pushed to the limits by entering the 'British Physics Olympiad' competition. This competition is organised by the University of Oxford to challenge even the most able A-level physicists.



The questions were extremely difficult, far beyond the reach of the A-level curriculum, to encourage students to apply their physics knowledge and logical thinking to unusual scenarios. Whilst the questions were not directly related to the course, the skills that they developed will be highly beneficial, as will the experience of attempting questions of this complexity.

The students are eagerly awaiting their results!

Mr Stenton & Mr Fish





# Learning Matters.....in Psychology

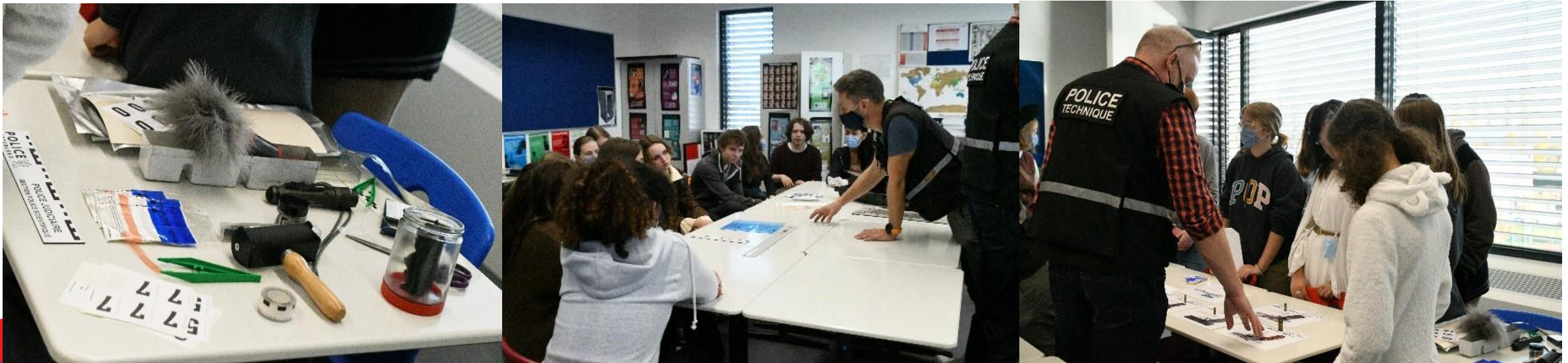


Students were put to the test by attempting to solve a burglary mystery and find the culprits with the assistance of the Luxembourg Police!



The students analysed fingerprints found on bullet shells and money from a safe, and had the opportunity to understand how detectives work on the scene, de-coding the fingerprints. They got to use a wide range of tools to match finger and footprints to the possible suspects.

Ms Bernard



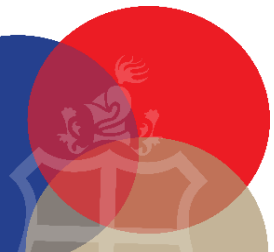
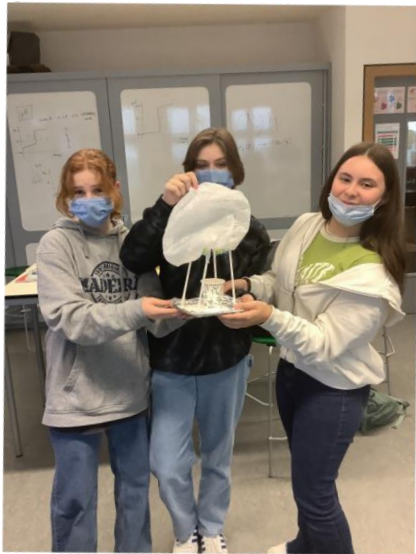


# Learning Matters.....in Science



Using their knowledge from the energy and forces topics, Year 8 took on the NASA touchdown challenge. Students were tasked to design a lunar space capsule capable of landing safely from a great height, ensuring the astronauts inside were unharmed. Students applied their knowledge about gravity and velocity to come up with some creative and practical designs.

Mrs van Dongen





# Learning Matters.....in Sociology



Y11 Sociology have been exploring the module of Crime and Deviance, and the sociological issues surrounding it. They have recently discussed the topic of assisted suicide and euthanasia. This is a fascinating area for the students to explore, as assisted suicide and euthanasia is legal in Luxembourg and criminal in the United Kingdom. This topic led to thoughtful discussion and independent research around the topic.

Mrs Palmer



## Medics urge ministers to vote against legalising assisted dying



## Assisted dying: 'I wish my wife had been allowed to end her life'

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HEALTH • FITNESS • HOW IT WORKS

## Euthanasia and assisted suicide in Luxembourg

Author: Martin Jorissek | Updated: 15.07.2019 14:05



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© Unsplash

Euthanasia and assisted suicide has been legal in Luxembourg since 2009. By the end of 2018, 71 people had opted to use this right. Here is how it works.



# Learning Matters.....in CPD



The ongoing restrictions around Covid-19 have severely limited the opportunities for staff to attend face-to-face Professional Development courses. However, the secondary school has invested in a three year partnership with Karen Ardley Associates (KAA), a respected CPD provider based in the UK, as they provide a range of online self-study modules along with interactive sessions on a wide variety of educational topics. Staff have access to the online platform, and many have already completed a number of the training courses provided. KAA also led the secondary INSET Day on January 3rd in preparation for the ISI inspection in March.

Karen Ardley Associates



All staff attended in-house training on Diversity, Equality and Inclusion during the INSET Day on Monday 26th September.

Parents have also been improving their knowledge of the secondary curriculum by attending the 'Focus On' coffee mornings led by the Heads of Faculty. The Arts, Science, English and Humanities have already provided an overview of their area and Maths and MFL will follow on January 25th. See the newsletter for details of how to sign up.

