

MODERN ENGLISH SCHOOL CAIRO - MAGAZINE

MESSENGER

EDITION NO. 67 JUNE 2021



A WONDERFUL WEEK OF BOOKS!



MES Cairo's Virtual Art Exhibition 2021 - Connected, COBIS Student Awards, University News, Key Stage Updates, ... and much more!

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SCHOOL DIRECTOR FOREWORD

Dear All,

And so we bring to a close what many of us will regard as the most unusual academic year in MES Cairo's 30 year history. Against a global landscape of challenge, uncertainty, and profound change (compared to our pre-COVID reality), we have soldiered on. We have provided necessary continuity and stability for our students, taking conservative action in order to balance the health and well-being needs of our large community, alongside their academic needs.

Numerous heroes have emerged as the year progressed. This edition of the MESsenger pays tribute to many of them; enjoy reading about MES Cairo events and achievements within a landscape of relative disorder. In addition, let us mark the end of this academic year with some deserved acknowledgements:

- To our students - from FS1 to our graduating cohort, how proud we are of each of you. You have made notable progress against significant odds. You have adapted to new ways of learning and new routines with greater finesse than we could have anticipated. You have found solutions to problems using intellect and creativity. Whilst so many aspects of this year have not been as we would have preferred them, there have been opportunities to engage with you in innovative ways and you have been willing and enthusiastic participants at every turn. Thank you!
- To our parents - you have placed trust and faith in the school, working with us to best ensure that our students have been sheltered by the negative impact of this global pandemic. Messages of appreciation from so many of you have been warmly received, yet your child(ren)s progress and well-being would not have been possible without your phenomenal parenting. Necessity has dictated that you have engaged in your child(ren)'s learning journey more than ever before, but the benefits of that are profound: when school and homework so closely together our children benefit. You have responded favourably when plans have changed and, in most cases, offered constructive insight in what we might do differently to better support students learning at home.



- To our Teachers and TLAs - you have been truly impressive in transforming your practice into approaches that could translate from classroom to hybrid to blended. You have learned as much as you have taught, and maintained professionalism when personal concerns have meant many have felt further away from home than ever. Collaboration, has been challenging, but you have explored creative ways to maintain this important practice for the benefit of student learning. Alongside careful consideration of students' academic progress you have balanced consideration for their well-being and health. You have not only followed a myriad of new policies and practices, but have enforced these with students as well, a significant achievement in a school the size of ours.
- To our Administrative, Technical and Ancillary Staff - you have provided solutions and support to challenges as we have faced them, often embracing additional work responsibilities to ensure we could continue to provide the very best education and service for our community stakeholders. You have calmed the anxieties of others by finding solutions and offering explanations when stressful circumstances have prevailed. Your loyalty and commitment to the wider needs of the school does not go unnoticed and is so greatly appreciated...every year, and especially this one.
- To school leaders - our senior leadership teams are comprised of members with a wealth of experience and capability. Your collective commitment to consistent, measured, solutions-oriented leadership of all aspects of school since March 2020 has been relentless. You have responded to unexpected scenarios with outcomes that have achieved minimal negative impact, contemplating the options available, taking decisions and then overseeing successful execution of agreed plans. Serving interest groups with differing opinions and circumstances, you have considered all perspectives with respect. Leadership is truly tested when conditions are least desirable; you have passed the test with distinction.
- To our Board of Directors - your confidence, experience and reassurance has piloted us through turbulent waters. I know no other Board as committed to supporting the learning of students, and supporting teachers to fulfil their responsibilities to the very best of their abilities, to the extent that ours does. Especially to Mrs Sawsan Dajani, Chairman of the Board, and Ms Ghada Dajani, Managing Director, thank you on behalf of the wider community you serve. The needs of our school have been at the forefront of your thoughts each and every day; you have worked tirelessly to support, guide, counsel, triage and lead.



With the year now over, and a long summer break ahead, I wish each and every member of our extended school community well. We have no certain idea of what the future holds, but will return in September with the same unfaltering commitment to Care for, Challenge and Inspire the students of Modern English School Cairo.

Mrs Nicola Singleton



It is our annual tradition at MES Cairo to celebrate our students' artistic talents by hosting a whole school Art Exhibition event which showcases our students' wonderful Art and DT creations over the course of the academic year. Due to the pandemic and the safety protocols at MES Cairo, our plans have been modified for this year; our Whole School Art Exhibition 2021 is completely digital! Embracing a new and challenging way of working, a talented MES Cairo staff team worked together to publish a website to share with the whole of the MES Cairo community.



Adam Mohamed Y3Y

We would like to thank the following staff for ensuring that our annual celebration took place, despite the challenges! Congratulations to all of our featured artists and sincere thanks to Ms Comerford, Mr Puddefoot, Mr Thomas, Mr Ghailan, Mrs Afifi, Ms Lee, Ms Kessel, Mr Williams, Ms Seabrook, Mr Naggat and Mr Alkaabi. We would also like to thank the school's Senior Leadership Team and School Board of Directors for their support throughout.

We hope you enjoy this year's Exhibition and are as proud as we are of what our students have accomplished in these extraordinary times. Some of the featured artwork is shared here. Visit www.mescairo.com and follow the link to our full virtual exhibition.

Thank you,

Mr J Harper - HOD Expressive Arts, American Section

Ms S Taha - HOD Secondary Technology, British and American Sections



Khadiga El Gohary Y10G



Nour Mounib Y12B



Nicole Elmasry Y6B



Ferial Aly G12Y

PRIMARY



Abdullah Abdel-Hady Y6O



Eyad Hussein Y3G



Adam Habashy Y4Y



Malek Hassanein Y1G



Karime El Antably Y2G



Hayat Tayel Y1R



Malek Sadek Y6R



Yassin Kassem Y1G



Habiba El Nazer Y1O



Zeina Negeem Y4Y



Daniel Magdy Y1O



Ahmed Elkhoully Y3R



Jana Aboueita Y5B



Adam Rad Y2R



Findlay Macdonald Y5G



Celina Rizkalla FS2V



Zeina Salem Y4R



Hamza Badawi Y3R

SECONDARY



Muhammad Shafei G9Y



Farida Shahein G12R



Abdel El Ghalban G9R



Mariam Zidat DP12R



Jolina Adel G8Y



Ali Mahmoud G11Y



Yousef Singab Y8B



Hana Aglan G9B



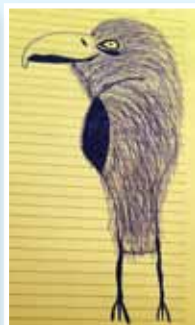
Mostafa Khalil G7G



Julia Barzy G9Y



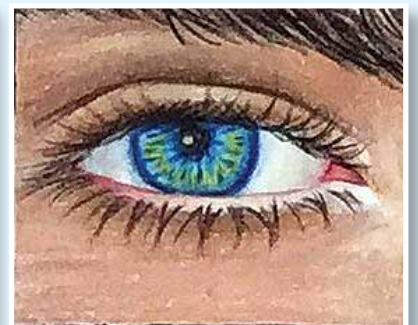
Arwa Eid DP11R



Judy Habib Y8R



Ali Badr Y9B



Jomana Eid Y10Y

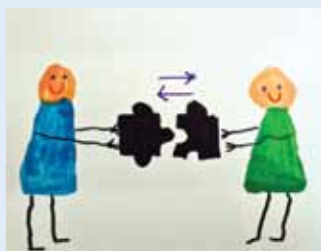
Council of British International Schools Primary Art Competition

During last term, a number of our Primary School students submitted artwork for the Council of British International Schools (COBIS) Art Competition. The aim of the competition was to celebrate student artistic accomplishments and to convey the theme of 'Connections' through a piece of art.

The artwork from the following students was submitted to COBIS and entered into the worldwide COBIS affiliated schools' competition for judging:

EYFS

Emy Eltobgui (FS2G) and Elie Hanna (FS2V)



Elie Hanna FS2V



Emy Eltobgui - Winner!

We were absolutely delighted to learn that Emy Eltobgui (FS2G) had gained first place, winning the EYFS category. The judges were very impressed with Emy's artwork and will be celebrating the winning entries on their website, social media channels and at the Annual Conference.

Emy received the following comments from the judges:

"A clear reference to the increase in digital communication but it is also very precisely created and well drawn."

"A wonderful piece that demonstrates excellent skill through the carefully drawn figures. Clearly reflects the competition theme."

Key Stage 1

Talia El Sayed (Y2V), Zeina Dewidar (Y1V) and Nabeel Allam (Y2G)



Talia Bahnass Y4B



Zeina Dewidar Y1V

Key Stage 2



Angelina Salama Y4Y

Angelina Salama (Y4Y), Tamara Hassan (Y4O) and Talia Bahnass (Y4B).

There were no group entries this year due to COVID restrictions.

This is a huge achievement as COBIS received almost 600 entries from 99 schools worldwide.

A huge thank you and well done to all those

students who took the time to submit their artwork and to the parents for their support.

Mr R Williams - Primary Art Teacher



Tamara Hassan Y4O

MES Cairo's COBIS Award Winners

Every year schools are invited to nominate students for a COBIS, Council of British International Schools, Student Achievement Award. After careful consideration, the MES Cairo nominee from the Primary Section was Hoda Shabana (Y6O) and our MES Cairo British Section nominees were Mohamed Desouki (Y10Y) and Layla Sabry (Y7R). Only 260 students from 100 schools around the globe were selected and we are delighted that our students were deemed eligible for recognition by being recognised for this prestigious award. Our students were congratulated on their Student Achievement Award through a Google Meet with their parents, the School Director Mrs Singleton, the Head of Section, and their Assistant Headteacher, who was a central figure in the nomination process.

Hoda was nominated for being an articulate, high achiever who has demonstrated her leadership potential through opportunities within the Peer Mentor Initiative in KS2. She proposed and organised a series of Kahoot Quizzes for her Year Group as she felt that this would support student wellbeing. In recent months, Hoda has taken an active role in supporting other Year 6 students to use social media in a more positive manner. Skilled in restorative practice, students continue to benefit from Hoda's wise counsel both in and out of school.



Hoda Shabana (Y6O)



Layla Sabry (Y7R)

Layla was nominated for being a mature and eager student, willing to go above and beyond in all her academic efforts. Natural curiosity has recently seen her acquire an A Level Psychology textbook to better prepare her for future choices. She is on the Gifted and Talented register; in her recent report she has achieved Mastering and Exceeding in all her subjects. She reads far beyond her years, indulging in regular discussion with her English teacher, writing intelligently and expressing a wish to take English literature early. Layla has set an ambitious learning journey in motion for herself.

Mohamed has been a role model since his arrival in Secondary school. He has a positive influence on school culture and those around him and is a natural leader within the school community. An able student, Mohamed relishes academic opportunities and has represented the

school in Mathematical challenge competitions as well as taking a keen interest in Global issues. He has been heavily involved in the Student Council, voted for by peers and the National Honor Society. He is also involved in community outreach programmes in school such as the Egyptian Food and Clothing Banks and a local orphanage as well as in the wider community, working with the elderly and the vulnerable in some of Cairo's poorest neighbourhoods.

It is always a pleasure to see our students succeed on a global stage and see the pleasure and pride of their families on these occasions.

COBIS focuses on sustainability in its work with schools and, in recognition of the COBIS Student Achievement Awards recipients, has made a charitable donation to Cool Earth. Cool Earth works with local teams and communities to halt deforestation and climate change. A worthy cause that is something that all our students in Secondary can relate to, the importance of climate change and deforestation being covered in our curriculum in a variety of subject areas.



Mohamed Desouki (Y10Y)

Mrs L Talbot - Secondary Headteacher, British Section

New Worlds, Old Worlds, Other Worlds!

Primary Book Week 2021



During Book Week, the Primary Section used a range of books based around 'New Worlds, Old Worlds, Other Worlds' to transport our students into the imaginative lands created by authors.



MES Cairo was transformed into a feast of colourful and wonderful book characters. Students were excited to talk about their selected character, and some of their parents had helped them make their costumes; it all made for a fun-packed event.

Throughout the week, staff and students dressed up in an array of colourful costumes portraying characters from their favourite stories. The school was invaded by bugs from the natural world, gardeners, princes and princesses, Winnie the Witch, Harry Potter, unicorns and Mr Men. We were also very privileged to have had some famous visitors from historical stories such as Cleopatra.





Students engaged in various practical, fun activities to support their love of reading and verbal storytelling. Classes organised an interactive race across the worlds, choosing from a range of books, both fiction and non-fiction, including picture books and, during the week, they voted for their favourite class book. Students became authors by writing their own stories or acting out a story of their choice.

Stories were read to Year Groups by special guests from the specialist departments who shared their own favourite stories.

It was a true celebration of the love of reading at MES Cairo.

Ms T Nissan and Ms B Meason - Primary Deputy Headteachers



PRIMARY PRODUCTIONS

... went virtual in 2021!

The COVID-19 pandemic has driven teachers to consider different opportunities for creativity. Within the necessary parameters, our Primary Music Department explored new and more technologically advanced processes for recording and producing online productions for the 2020-21 academic year. The music was adjusted to reflect the teaching and social situation that we found ourselves in as every year, all of the songs performed were written or arranged by either Mr Kyle, Mr Connor or Mr Jack.

Fortunately, there was a little time to initially introduce the songs to the students before they returned to online learning. Students were expected to learn and rehearse for themselves, submitting videos of their progress to us on a regular basis. The vast majority did this and some with remarkably impressive outcomes. I would like to particularly mention Mia Osman (Y2G) who performed **Moscow** brilliantly and also Laila Radwan (Y2Y) who displayed exceptional technique for her age in singing **Those Paris Days**. We were delighted with the quality of the singing that was being submitted to us and looked forward to the next stage of the process.

Once the students began to return to the hybrid system, we organised time and space in the theatre to record them singing their songs class by class whilst still socially distanced. Mr Connor spent a lot of time organising the lay out of the microphones to ensure the best possible quality of recording in what were still difficult circumstances. The students had to ensure that they were extremely precise with their singing as their recording would have to be mixed and layered with either one or eleven other groups. Once again, they impressed us with their ability and focus and were able to record some really high-quality songs which Mr Connor was then able to mix together, before Mr Peck added them to the soundtrack of the audiobooks.



The department developed a process to compile audio, video, photography, scripts, and choreography for each age group in order to present our virtual performances. Mr Connor was tasked with engineering, recording and producing the vocal performances included in our Virtual Production. We created this process as a team in order to meet the needs of our students and community.

We needed a large enough space, microphones, mixing board, projector, monitors, interface, external hard drives, and laptops in order to bring this project to life. We received permission to use our school theatre as our recording studio and we began to develop our recording process. By the time we had it all setup we had three microphones over four



inputs and two monitors for backing track playback, sending carefully monitored audio signals to the mixing board. From the mixing board we sent a stereo mix out to the Steinberg recording interface that was attached to a MacBook Pro. The audio was then converted into a digital signal and recorded inside Logic Pro X.

Now that we had our proper signal chain and our equipment had been carefully calibrated and placed in the optimal space, we were ready for our students to come in and record. The Primary Music Department worked hard to not only compose, arrange and record age-appropriate songs for our students, but also to rehearse these compositions in live, hybrid and online lessons. This culminated in a one-day, 45-minute recording session in the theatre. Each year group colour had a specific time during the day to come into the theatre and we would record each song three times.

The visuals of our virtual productions were created using a stabilised digital camera and a combination of custom-constructed set pieces and green screen technology.

The Year 6 Production focused on the history of one class's productions at MES Cairo and included bespoke dance numbers created during an extracurricular Dance course led by Ms Pearl and Mr Barry.

The quality of our productions took a great leap forward when we converted the Primary Dance room into our own green screen studio. Green screens work on the premise that video software can automatically eliminate all green in a shot allowing us to replace it with anything we choose. Our Year 2 production was crafted by Mr Trestan Peck, Ms Pearl Wright and Mr Andrew Hainsworth to take advantage of our new technology. Year 2 students could be virtually placed inside the paper cityscapes they constructed together in Art class, and students could be filmed separately and edited to appear as if they are together. The Year 6 production was also filmed in the green screen studio, so group dances could be transported to Hollywood sound stages, pirate ships, rainy streets, and more.

While numerous challenges have arisen from the safety measures observed during this pandemic, MES Cairo Primary Art, Music and Productions are seizing the opportunity to advance our techniques and technologies, creating greater opportunities for our students to learn and grow in the Arts at Modern English School Cairo.

Mr J Tomlinson, Mr T Peck and Mr C McMonagle - Primary Music Department



RAMADAN ACTIVITY DAYS



MES Cairo celebrated the Holy Month by exploring the true meaning of the celebration of Ramadan. Leading up to the start of Ramadan, students from Key Stage 2 helped to decorate the school with lanterns, lights and banners to create a spectacle of colour.

Students from across the Primary Section engaged in describing their memories and things they enjoyed about Ramadan on a video that was shared on social media. Some students went around the school offering dates and coffee in the true, hospitable spirit of Ramadan.

The Arabic Department planned practical activities for the younger students, such as making a fanoose (lantern), a segada (prayer mat) and Sibha (concentration beads). Older students listened to stories behind the idea and culture of Ramadan in the Arabic world along with sharing their own family traditions.

Ms T Nissan - Primary Deputy Headteacher and Mr A Hinchliffe - Primary Computing Teacher



MES Cairo Unsung Heroes



We are so fortunate at MES Cairo to have such a dedicated and committed community of staff who, every day, embrace our motto to 'Care, Challenge and Inspire'.

In the Primary School, we are particularly fortunate to have a group of 'unsung heroes' who truly live up to this motto – our Administration Officers: Ms Christine Bush (Foundation Stage 1), Ms May Accad (Foundation Stage 2), Ms Marian Nawar (Year 1 and Year 2) and Ms Nermeen Anwar (Year 5 and Year 6). These ladies are ably supported by a group of 'Runners'.

On a daily basis, they engage in tasks ranging from routine administration, communicating with our parent community, supporting our Primary Leadership Team, managing changes to transportation and working alongside our teachers and other staff to ensure the smooth running of the Primary School; this is only the start of a long list of tasks they engage in every day. At times, the role is challenging; however, Ms Christine, Ms May, Ms Marian and Ms Nermeen remain calm, professional and committed to ensuring the job is completed to which the high standard MES Cairo is renowned.

We would like to take this opportunity to say a huge thank you; we value you and the role you have in supporting us all here in the Primary School and the wider MES Cairo community.

Ms C Readman - Key Stage One Headteacher



Foundation Stage One Students Enjoy Grandparents' Day



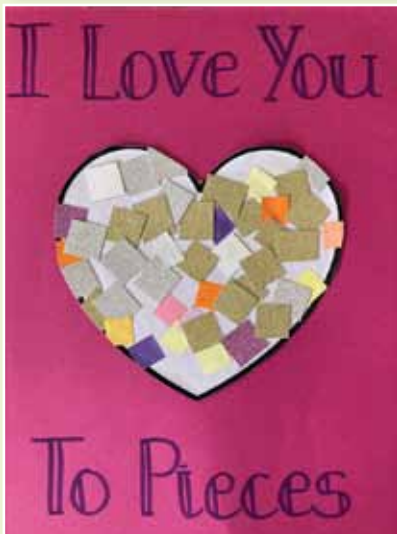
"Grandparents make the world a little softer, a little kinder and a little warmer."

Unknown

Every year, we celebrate Grandparents Day at MES Cairo to express our appreciation and gratitude to our Grandparents who are an important part of who we are and shower us with love and affection.

This year we were unable to host our Grandparents in school so we worked with Foundation Stage 1 children to compile videos expressing why they love going to their Grandparents' house. We received lots of lovely responses from children such as "I love going to my Grandparents because they hug and kiss me." Some said their Grandma's food is the best and others expressed how much they love to play with their Grandparents and listen to their stories.





The children also enjoyed creating beautiful cards for their Grandparents using paint, glitter, coloured markers, and sequins.

Our youngest students spent a lot of time with their class teachers and Music teachers learning and practising a new song to sing to their Grandparents, telling them how much they love them and how happy they make them feel. They all sang beautifully and confidently, in tune with the music.

Each class then produced a fantastic Google Slide to exhibit the videos of the children performing their song and talking about their Grandparents, along with some lovely photographs of the children enjoying exciting activities in school. We created a wonderful digital keepsake that can be viewed again and again.

Well done FS1!

Ms E McDermott and Ms S Samy - Foundation Stage One Teachers



Foundation Stage Two Students Go Mystical for World Book Day!

In Foundation Stage 2, we took a break from our regular topics for 'World Book Day'. The inspiration we used for our theme was 'Magic'. We all love to read the books involving Winnie the Witch and her cat, Wilber. We had many children and teachers dressed as witches, wizards and cats in Foundation Stage 2 for the magical day.



There were lots of wonderful arts and craft activities for the children to enjoy; a highlight of the day was the display of delightful, colourful examples of handmade witch and wizard's wands that were created. But that was not all, spiders took over the classroom as the children enjoyed creating their own spider webs from wool and chalk and added them into a cauldron of magical spells.



Our Maths activities focused on volume and capacity and the children experimented by mixing and creating their own magical potions. The children worked on lists for their witch's brew, only putting in the quantities on their list to stir them all up in the witches' cauldron as well as playing shop and selling and buying the ingredients to create a bubbly potion.



There were lots of magical conversations happening throughout the day and the range of new and interesting vocabulary was evident. The children enjoyed making their own 'Silly Soup' ensuring that they only put rhyming words in their mixture. Children furthered their learning by writing down what they had put in their potions to develop their independent writing. The magic and discovery did not stop there as we also experimented with lots of discovery Science activities including making the sun in a bottle and completing a magic milk experiment where the children turned ordinary milk into many crazy colours.

Our day was such a magical experience, and it was wonderful to be involved in the fun of 'World

Book Day' with all of our Foundation Stage 2 classes!

Mr R McGrath - Foundation Stage Two Blue Teacher



Year One Superstars



Term Three has seen Year 1 students really shine and show just how resilient, determined and capable they are. The students have been learning lots of Maths objectives about time, money and position and direction, as well as practising how to use their exclamation marks and learning all about contractions. But this has not been the best of what they have learnt as throughout the year they have become flexible with schedules and timetables, become online experts at muting, un-muting and raising electronic hands; they have also trained themselves to be super skilled at raising whiteboards on the count of 1, 2, 3.

Despite the challenging year and the adaptability that all of our parents and students have needed to show with online learning, we can all say as a Year 1 team how proud we are of the way that Year 1 students have embraced the curriculum, met their goals and risen to the challenges they met.



We are all pleased to say that our students have now become fluent readers who have excelled in their reading skills and abilities. They have turned into inquisitive scientists who have seen mini classroom experiments erupt and have shown their true 'green fingers' in class as their beans and beanstalks have thrived. They have become whizzing mathematicians and are making links between number parts, part/whole models and spotting clues in number bonds.

But above all, our Year 1 students have become true goal-getters! They have worked extremely hard this year to be the very best that they can be and have made us all incredibly proud of how far they have come and how much they have achieved. We are so proud of their amazing hard work, their tireless efforts and all the smiles and cheer that they have brought to every lesson.

We wish them the very best of luck in Year 2 and know that they will continue

to wow and amaze all those around them. A big super duper "Well Done", Year 1!

Ms D Saeed - Year One Yellow Teacher



Year Two Students on Tour

As MES Cairo staff will tell you, putting on a production is never easy at the best of times – but to put on a show in the middle of the Covid pandemic with no students, costumes, singing, acting or theatre...surely this was impossible?

You will also know that here at MES Cairo it takes a lot to stop us from doing what we think is right! In previous years we have rented out theatres in Agouza, put on performances at the Sheraton Hotel, staged several amazing musical concerts on the field and we have even attracted a small crowd, when



some talented Year 6 students decided to entertain tourists at the Amphitheatre in Cyprus. At MES Cairo we have a long tradition of never giving up. This is not the only reason we are the greatest school in Egypt – but it is an important one!

Well, we had a CHALLENGE. Could we really put on a Production? Luckily, we have simply amazing students in Year 2, so we knew we had the talent. But where could we find somebody to INSPIRE us? Step forward Mr Trestan and his calm, authoritative planning,

and his pioneering ideas. The Year 2 Team listened very attentively as Mr Trestan explained how the production would work, how he would film each sequence, how the singing and the acting would work and how it would be all right on the night. This certainly calmed us all down and we set to work. Costumes were designed, scripts were written, songs were practised in Music lessons, the costume lady was allowed into school. All was looking good. Luckily the wonderfully talented Mr Williams designed some marvellous film sets so he was able to bring the magic of our chosen cities to life with some ingenious artistry. So far so good. What could possibly go wrong?



Well, luckily, we made it. With just hours to spare before our students sadly left for the year, Mr Trestan was able to say, 'That's a wrap.' We had successfully achieved our mission impossible.



And what a fabulous show it is. Blue Class visits London, Green Class goes to Moscow, Violet Class takes a trip to Cairo, Red Class jets off to New York City while Orange Class enjoys the sights of London and Yellow

Class zooms off to Paris. The acting is of the usual high standard with some excellent performances from the next talented stars of the future. Alongside them, we had the beautiful singing from each class who chose a popular song from their chosen country. Even though students had very little time, no rehearsal and lots and lots of pressure they all did a truly wonderful job and showed us all just why we are so very proud of them.



Ms Samantha did a terrific job keeping us all on task and Mr Dave managed the whole project brilliantly as he persuaded and coordinated the various groups, the Year 2 teachers and TLAs showed great flexibility, while the Music Department of Mr Jack, Mr Conor, Mr Kyle and Ms Sarah taught us the songs and coaxed out that hidden talent. Thank you to all of you and to Ms Catherine, Ms Teresa and Ms Maureen who were always on hand to iron out any minor difficulties.



Finally, Mr Trestan is quite a superstar with his camera and portable recording studio.

Filming a show is completely different to staging a live production in the theatre and it requires a whole new set of

skills and techniques. Thank you, Mr Trestan, for all your expertise.

Whilst we are unable to travel, Year 2 students have brought the world to us. 'Year 2 on Tour' is just what you need to cheer yourselves up and you can jet around the world without having to leave your own armchair.

Enjoy the show!

Mr A Hainsworth - Year 2 Green Teacher



YEAR THREE NEWS!



Our Year 3 students are coming to the end of a very unusual, very busy, but also very successful year. There has been so much change over the year and so many new things to get used to, but the Year 3 students have amazed us every day with their resilience and positive attitude!

A highlight of this year was Book Week, where we spent the week looking at a very funny book called *Aliens Who Love Underpants Save the World*. We all dressed up as aliens and wowed everyone with our creativity and imagination in the design and creation of our costumes. We were inspired by the book to write fantastic stories based in imaginary settings, we did a lot of fantastic acting and role play, and even made brilliant 3D models of a setting in our story. It was so much fun!

We also learned about light and shadow in Science lessons and enjoyed some really interesting practical investigations. We drew around our shadows in the playground and at home and realised that the shadows move and change size during the day because the sun changes position in the sky as the Earth spins. We also designed and carried out a fair test to look at different materials and how opaque, translucent or transparent they were. We enjoyed making shadow puppets and telling funny stories with them! One really important thing we learnt was that we need to stay safe in the sun, so we all know that we need to wear sunscreen when we go on our holidays this summer!

In Term Three, we have been learning about Ancient Egyptians and imagining what life would have been like for children in this ancient civilisation. Some of us decided to be Pharaohs and be waited on by servants, while others imagined a more challenging life of hard work as a farmer in the fields or building the pyramids. We did a lot of research using non-fiction sources and found out a lot of interesting facts. Did you know, for example, that rich ancient Egyptians wore fake beards? Even women wore them!

The Year 3 teachers and TLAs were sad to say goodbye to the students early in Term Three, as we moved back to online learning, but the students continued to work hard and try their best with their online work. It was nice to be able to say goodbye to the students

properly before they left school and look forward to seeing their bright and happy faces on Google Meets every day.

We want to take this opportunity to say a huge WELL DONE to all the students and families in Year 3 who have done such a great job this year. It has been challenging, but we have also managed to have a lot of fun and do a LOT of learning. Great job everyone and good luck in Year 4!

Ms K Lewis - Year Two Year Leader



WORLD RECORDS ARE ANCIENT HISTORY IN YEAR FOUR!

It has been a busy time in Year 4. Our students have been showing their resilience; they have handled the changes admirably, and whether they are at home or in class they have been putting 100 percent into their learning, as they have researched and explored topics that included everything from LOL dolls to the ancient Roman education system.



We ended Term Two with Roman Topic and Book Week. The Year 4 students used their researching skills to find out about life in Ancient Rome, and as you can see from the pictures, they got very creative when they were learning about the Roman Army.

Just before the break, we celebrated Book Week. We had lots of fun exploring different types of books that linked with our theme of people from the past and historical characters. We looked at some biographies of historical characters, and all dressed as characters from the past. The highlight of book week was the fancy dress day, where we all dressed as historical characters from books from the past. This fitted in with our myths and legends topic that we had just finished, so the Year 4 teachers, and many of the students, dressed as characters from Greek and Roman mythology. We also had a wide array of characters from Egyptian history roaming the pod, as well as a few Robin Hoods.



For our record breakers topic, we learned about some Egyptian records. Did you know that Egypt holds the records for the deepest scuba dive, as well as the man who can do the most cartwheels in the space of 60 seconds? All the students had a go at setting class records at home, and the teachers were very impressed by the videos of balloon blowing and cocktail stick breaking. Then, just as the topic was drawing to an end, we learned that we actually have a real Guinness World Record Breaker in our own pod! In 2018, Mr Cole was part of a group effort to open the most LOL dolls in 5 minutes. He said it was quite a stressful experience, but he enjoyed taking part in the group effort, and he is delighted that he got to share this achievement with his daughter.



All this record breaking led us to look at the importance of a fair test. How do you make sure that you actually have found the biggest mountain, or the fastest animal, or the most deadly ant? It is important to test these things under scientific conditions if you really want to know the truth. We carried out some fair tests in class, focusing on keeping all the conditions the same, with only one variable.

In English, we moved from non-fiction back to story writing. Some of us did collaborative story writing in class and found that having groups to bounce ideas off is always fun! We kept a safe distance from our partners, as we are still observing COVID regulations in class of course, but it was fun to use our relationship skills and work in a team. Ms Theodora loved our stories so much that she put together a compilation to showcase our work.



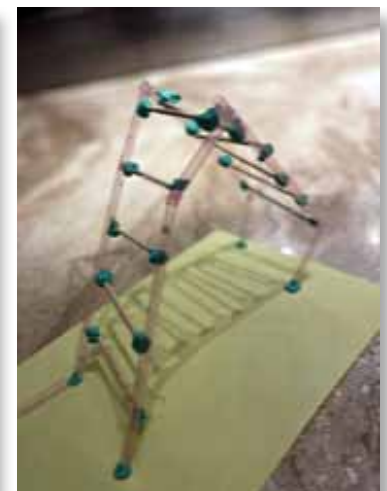
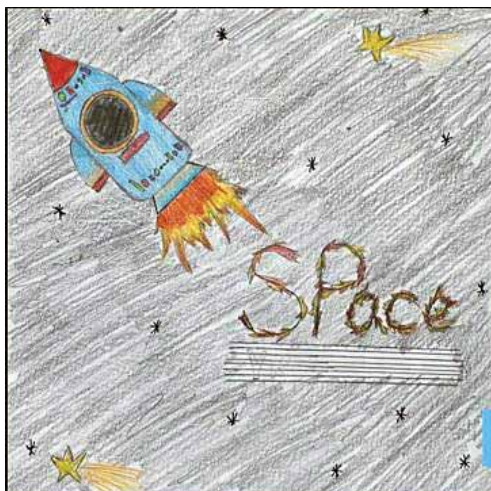
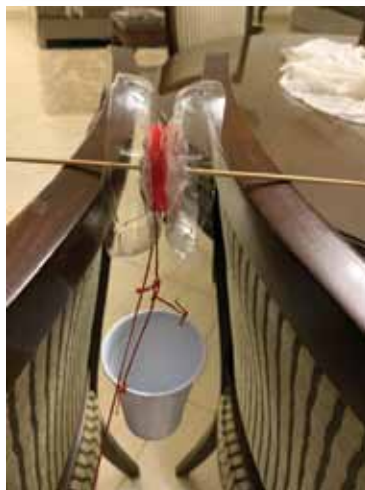
Ms J Hamilton - Year 4 Yellow Teacher

TO THE MOON AND BEYOND AS YEAR FIVE MAKE HISTORY!

Year 5 students have once again demonstrated immense resilience, responsibility and risk-taking in their learning. Each and every one of the students should be congratulated for rising to the challenge of learning both at home and in school over the past term.

Unquestionably, the highlight of our students' learning in the second part of Term Two has been our production from our Topic work on 'Space'. Thanks to the generous help of the Music Department, our students successfully managed to produce an incredible, radio-style performance that was both entertaining and informative. This production took us on an exciting journey, exploring different theories and significant events over the last 500 years that have paved the way to where we currently are in our understanding of space exploration.

Year 5 Yellow set the tone perfectly with an excellent prologue into Galileo's revolutionary theories on heliocentrism that contradicted the traditional view that the Earth was the centre of the universe. The students' use of medieval English added authenticity and humour. As we jumped into the 1950s and the beginning of the Cold War between East and West, Year 5 Violet informed us about the 'The Space Race' and the various experiments (some more successful than others) that culminated in Yuri Gagarin becoming the first human in space. Year 5 Green did an amazing job re-enacting the USA's response to the Soviet challenge and President John F Kennedy's vow to send a man to the moon. This promise materialised as Year 5 Blue examined the training necessary in order to be an astronaut and how the press responded to Kennedy's promise. Undoubtedly, Year 5 Orange were the most privileged as they were selected to travel to the Moon on the Apollo 11 mission. It must have been very crowded in the space capsule with Neil Armstrong and his crew! Finally, Year 5 Red did a fantastic 'Red'





(Ted) Talk about how space exploration has developed over the last 50 years and where NASA is heading tomorrow. Overall, Year 5 did an amazing job. Well done to all our students!

In Science, there were many successes to be shared as we zoomed through the topic of 'Forces'. As well as investigating, researching and learning about different forces, we conducted several experiments that involve the theme of friction, gravity, friction, water and air resistance, including organising their own parachute experiment. Some students even had a go at putting their skills to the test and creating their own fairground ride that involved a force-related mechanism, including leavers, pulleys and gears.

Finally, we have been celebrating our love of reading by broadening our horizons and jumping straight into the realms of poetry. We have learned about acrostic, black-out, limericks and free-verse poems. We demonstrated our learning and understanding by producing individual poetry anthology books. The teachers were overcome with pride as each student stood up and performed their favourite poem. Another highlight of celebrating our love of reading was World Book Week, where the students dressed up as their favourite character from their favourite book.

Year 5 students have gone from strength to strength and continued to impress their teachers with their enthusiasm, engagement and their resilience. A huge "thank you" must be given to the parents and families who have supported Year 5 to flourish and grow into the independent learners that they are now. We look forward to seeing how you continue to thrive in Year 6.

"Success means having the courage, the determination, and the will to become the person you believe you were meant to be." George A Sheehan

Ms E Rek - Year Five Orange Teacher



Year 6 Students Embrace a 'A History of Performance'



Despite Covid restrictions being in place, the term 'the show must go on' was the mantra for all of our Year 6 students. They were involved in making a movie about The History of Performance. This incorporated the student's own personal history as clips from past performances at MES Cairo were carefully woven in order to demonstrate just how much their skills and confidence have developed over the years.

As well as singing, each class also performed a dance routine highlighting how music and movement has been important throughout the history of cinema. This cinematic timeline began with The Wizard of Oz in which some of the students in Year 6 Blue danced merrily along the Yellow Brick Road, whilst others moved gracefully to the hit song 'Over the Rainbow'. Next, Year 6 Green impersonated Gene Kelly as he splashed through the puddles whilst 'Singing in the Rain'.



Year 6 Yellow depicted a scene from the musical 'Westside Story' and their dance moves were phenomenal. Year 6 Red performed two dance routines from a movie nobody will ever forget, 'Ghost Busters' and each group worked so well as a team. Next, sailors in Year 6 Orange Class jiggled their way to fame dressed as pirates from the blockbuster movie 'Pirates of the Caribbean'. Finally, Year 6 Violet concluded our historical journey by incorporating Bollywood moves as depicted in the most recent adaptation of 'Aladdin'.

We hope that you enjoyed this toe-tapping performance and that your child relives many happy memories of their time in Primary.

Ms P Wright - Year Six Violet Teacher



Safeguarding

The umbrella over all the work we do!



Keeping our school community safe is incredibly important at all times, but even more so at the moment with the challenges Covid-19 has introduced into our lives. At MES Cairo, we all work together with the same aim of keeping students safe in school, at home and in the wider community.

Safeguarding relates to many areas of life, including children's physical health and safety, wellbeing, mental health issues, attendance, managing medical conditions, online safety and positive relationships among other issues. In both Primary and Secondary, we feel it is important to work with our parents so that we can offer a safe environment that allows students to be aware of the risks they may face and how to respond to them safely.

Our school curriculum gives students opportunities to explore many of these issues in a safe situation - through PSHE and Circle Time, dedicated topic time and as key learning points arise in subjects such as Science so that

we can equip our students with the knowledge, understanding and the right tools to make safe choices.

The Child Protection Coordinators (CPCs) have a crucial role in taking lead responsibility for child protection issues in school. CPCs are trained to take on this role and that training is updated every two years with additional training and conferences in between. The CPC has many responsibilities including working with staff involved in safeguarding children, working with parents and families, giving advice to staff, training staff, managing referrals from staff and investigating concerns as necessary, managing the records of Safeguarding and Child Protection concerns and keeping their own knowledge up to date.

The outcome of having Safeguarding and Child Protection firmly embedded into the ethos of MES Cairo has resulted in a thriving, kind and safe community for all our students and staff.

Ms J Boukottaya - Primary Headteacher, Key Stage Two



Our Child Protection Coordinators at MES Cairo are...



Ms Teresa Nissan
Deputy Head Teacher KS1
tnissan@mescairo.com



Mr Jonathan Todd
Dean of Students G9/10
jtodd@mescairo.com



Ms Christine Downey
Deputy Headteacher
cdowney@mescairo.com



Ms Jane Boukottaya
Primary Head Teacher KS2
jboukottaya@mescairo.com



Ms Barbara Meeson
Deputy Head Teacher KS2
bmeeson@mescairo.com



Ms Sally Santary
Y7/8 Assistant Head Teacher
salsantary@mescairo.com

Student wellbeing is our priority

Primary Sportsdesk

Key Stage One

During Key Stage One PE lessons we introduced a variety of PE equipment for the students to use. Equipment such as kick flips, scoops, tennis balls and bean bags provide opportunities for developing the fundamental movements of sports and exercise. Students have been very engaged and excited to finally be able to use this equipment, which has helped them to develop vital skills such as throwing, catching and coordination.



In addition to in-school PE lessons, students have continued to complete both practical and theoretical online lessons at home. These have helped to further develop their fitness levels, allow them to gain a better understanding of the importance of sports and exercise and the benefits of an active and healthy lifestyle.

A Day in the Life of a Key Stage Two PE Lesson

Our new normal has given us plenty of opportunities to consider how best to engage students and ensure that learning and progress is maintained with both online and in face-to-face lessons. Throughout this academic term we have slowly re-introduced the use of equipment in our PE lessons, with of course, the health and safety of all being a primary factor; still ensuring that equipment and hands are sanitised before every lesson.



As we welcomed the summer months, sun cream, and smiles, we also welcomed the summer sports that come with them! This term we have been focusing on the classic striking and fielding game, Rounders! To maximise time afforded to face-to-face lessons, our online content has concentrated on a flipped learning model - developing the theoretical knowledge of our students, with an exciting mix of Rounders' orientated videos and quizzes so that students arrive to lessons with a fundamental understanding of what the lesson objectives are. Additionally, to get the most out of every second of every



learning minute, students are assigned teams with both the scores from online quizzes and Rounders games contributing to their overall team score!



As students arrived to their lessons, they were instructed to sanitise their hands and remove their masks if they felt comfortable to do so. Fortunately, a mainstay of the PE lessons, and a favourite of all, has been the warm-up lap of the track! Once this lap was completed, each student collected a scoop, which was their scoop for the whole lesson. The scoops were used to bat and to throw so no unnecessary contact was needed. Whilst it took

some longer than others to adapt to their new apparatus, the quality of the Rounders games vastly improved, with some exciting and competitive Rounders being played!



Mr J Vaughan - Head of Primary PE



MES CAIRO PIONEERS NEWS

Primary Pioneers Goes Live!

What a unique and challenging year it has been to be a Pioneer! Faced with many online commitments, Pioneers have had to balance their schoolwork whilst completing their badges at the same time.

In Term Three, Pioneers were left with just one of the five badges left to complete. For this fifth badge, Primary Pioneers were asked if they would prefer the fifth badge to be a live google meet session and what type of badge would they like to complete. It was decided by a large majority that the fifth badge would be now a live session and it would be named 'The Scientist'.

The Scientist badge is a badge that focuses on completing exciting and simple science experiments at home using everyday objects that are common in most households.



So far, we have completed three experiments which have explored air pressure, chemical reactions and how a hovercraft works. In each session, it has been a pleasure to see the innovation and resilience shown in many of the videos that have been submitted by the Pioneers from home.

Overall, the Scientist badge has been a huge success. So much so, the Scientist badge will now be a permanent addition to the Pioneer Programme.



Mr T McDermott - Primary Pioneers Coordinator

Secondary Pioneers

The Elements Badge

The 5 MES Cairo Elements are: Dependability, Effort, Integrity, Readiness and Respect. Being dependable means to show presence; to provide solutions and contribute. Demonstrating effort means showing grit or determination; to participate and persevere. Integrity means giving and receiving credit; being honest and being responsible. Readiness means having the necessary equipment; being mentally prepared and ready for learning. Respect means having empathy for others; accepting all others and taking care of the environment. MES Cairo students aim to use the elements to be successful learners and contributing members of their community. For The Elements Badge, Secondary Pioneers reflected on their use of The Elements.

Here are some interesting reflections from our Secondary Pioneers:

Dependability:

"This month, my parents felt like giving me a challenge. We wanted to give out food boxes to families in need. They told me that I was in charge of giving out the meals, and I also had to figure out a system of how I was going to give them out. It took me a week or so to plan the whole thing. It was my first time, therefore it took me a long time to understand how I was supposed to set this up without any of my parents' help. With the help of my driver, I was able to pass by 400 families in only six days. It felt amazing to see the smile on each families' faces, especially the children. This experience was one of the best. It made me happy too. I will forever be thankful for this experience."

Farida El Fiky (Y8Y)



Effort:

"I put a lot of effort into my work at home and at school. I make sure I submit all my assignments on time and if I do not understand anything, I watch the teacher's video to help me understand. This helps in my tests and with all of my learning." **Ali Rashad (Y7Y)**

"Last term, I promised myself that I would work harder and improve my grades in English. I said that I would do it and kept working on it. I used to procrastinate a lot which made things worse. I talked to my English teacher and my parents about it and decided to push myself to get better grades and not procrastinate as much. It was a bit difficult for me, but I kept going and achieved what I wanted, which was great grades in English. I was also trying to increase my Lexile level on Read Theory and I finally got to the level I wanted!"

Sama Arafa (G8Y)



Readiness:

"I am always ready for school. The night before the school day, I always pack my bag, get my uniform out, and I get ready for school. When you are ready, you'll always be satisfied. So, it's always great to double or even triple check your equipment and needs for school, or events, or even trips. Learning is a very important thing; I always study my lessons and do my homework." **Seif Haitham (Y8B)**

"Every day, I wake up to a set up I have on my desk, which is the most professional way to start my day in online school. I make sure my workspace is always ready to be occupied, surrounded by stationery, papers, my laptop and notes for my classes. If my workspace is ready, then so am I. I think organising your area and keeping it clean is the first step to leading a better school life, because it makes you ready for tasks and assignments all the time; which is the most important thing if you want to keep up at a good pace, and still not overwhelm yourself with school work. Being ready also depends on your organisation within your own device. Having documents and screenshots all around my desktop will surely lead me to turning in the wrong thing, which is something that should not happen. Therefore, I keep my schoolwork in folders and access them when I need any notes, reminders, help, memorisation or even just important things for my future work." **Hala Helal (Y8Y)**

Respect:

"In the summer, we usually go to the beach at Ras Sudr. One time we found plastic bags and bottles along the shore. My friends and I decided to get a big garbage bag and we spent a couple of hours cleaning the beach. I respect the environment by not littering and throwing trash in the bin. I am always kind to people."

Malak Hakky (G7Y)

"Being respectful to others is very important. Some aspects of respect are kindness, empathy, and maturity. An example is when someone does not like it when you make fun and joke about certain things. So, what you do is you do not talk about these certain things and respect their guidelines and borders. Respect comes in many forms, but whichever one it is, it is very important. Just remember, respect other people no matter what."

Adam Heteba (Y7B)

Integrity:

"Integrity for me is never telling lies, and always saying the truth, which is something that I always do. Integrity for me is also owning up to mistakes, and not coming up with excuses for things." **Jana Rabie (G7B)**

"I have shown integrity when it comes to making friendships. For example, a new student arrived from Malaysia. At the start, we were not very close, but I gave it a chance and slowly our relationship began to expand." **Elma Osman (G7G)**

Track and Field

Physical Education has looked a little different for our Secondary students this academic year. We had to rethink how our curriculum could meet the requirements of the pandemic restrictions to ensure all our students were able to participate in physical activity in a safe yet exciting environment.

One of our main focuses this year was track and field, students had the opportunity to improve their technique, knowledge and results. All students who participated made great progress in a variety of events. In particular, we would like to celebrate the success of those students from Key Stage 3/Middle School and Key Stage 4/High School who achieved the 2020/21 school record for each event.

Key Stage 3/Middle School Results

Name	Event	Record
Youssef Helmy (G8B)	100m	13.81s
Habiba Assassa (G7B)	100m	14.49s
Ahmed Rashed (G8R)	800m	2m 49s
Nadia Rashad (G8R)	800m	3m 24s
Ali Fahmy (Y8Y)	Long Jump	4.49m
Haya Addas (Y8B)	Long Jump	3.70m
Ali Fahmy (Y8Y)	High Jump	1.35m
Karma Abougabal (G8Y)	High Jump	1.30m



Key Stage 4/High School Results

Name	Event	Record
Ziad Saad (Y10B)	100m	12.4s
Kenzy Abdel Aziz (G9R)	100m	14.58s
Mohamed Hazem (Y9Y)	800m	2m 30s
Malak Altaf (G10Y)	800m	3m 19s
Omar Hashmy (G10B)	Long Jump	4m 90
Malak Altaf (G10Y)	Long Jump	3m 70
Ziad Zaki (Y10Y)	High Jump	1.55m
Lilian Abdelaal (G9B)	High Jump	1.30m
Malak Abdel-Wahed (Y10R)	High Jump	1.30m
Ali Misarah (Y11R)	Shot Put	10.80m
Amina El Boroossy (G10Y)	Shot Put	8.27m



A huge well done to all those students for their sporting achievements. We look forward to working with you next year to defend your title and aim for a new personal best.

Ms L Shepherd - Secondary PE Department





Looking after your mental health is just as important as looking after your physical health.

The five ways to wellbeing are simple things that you can do every day which help boost your mood and keep your mind healthy.

Five Ways to Wellbeing.



Spend time with family and friends. Touch base to check they are okay. If you can't see people, give them a call or a quick whatsapp to connect. Say hello. Help a neighbour.



Moving around makes you feel better. It releases endorphins that make you happy. Go for a walk. Try the 'Couch to SK Challenge'. Do an online yoga class. Repeat the PE Department's FITT plans for physical activity. Learn a dance routine. Join the Cougar Programme.



Try a new hobby. Learn a musical instrument. learn a new skill; try cooking; visit a new place.



Give to your family, friends or community. This makes you feel good and gives you purpose – if you make someone else happy, it will make you feel happy! Give your time; be an 'active listener'; show gratitude; empathise with other people – put yourself in their shoes to feel what they may be going through; smile; help out at home; volunteer.



Be aware of the world around you. Be Mindful – pay attention to the present; try the 5 senses exercise to calm your mind; meditate; try growing a flower/plant/vegetable.

If you are worried or feel upset, don't keep it to yourself. Speak to a trusted friend, a peer mentor or a student mentor. Talk to an adult you can trust - parent, teacher or councillor.

The International Award

Promoting the 5 Ways to Wellbeing



The Different Sections of the Award

In order to complete the award at any level students must make sure they have completed all 4 sections of the award:

Community Service

Participants volunteer in their communities, making a positive contribution to society and demonstrating social responsibility.

Physical Recreation

Encourages young people to improve their fitness and performance and enjoy a healthy lifestyle for good mental and physical wellbeing.

Skills

Enables participants to develop their talents, broaden their abilities, increase self-confidence and improve employability.

Adventurous Journey

Our students will gain a spirit of adventure and gain a deeper understanding of the environment and the great outdoors. MES Cairo students will begin online training for the Adventurous Journey in September 2021 and hopefully complete the practical element in Term Two of 2022.

Ms C Downey - Secondary Deputy Head

Emily Sigalas (Y9G)



"It is crazy to think that one year ago, everything changed. I never would have thought that this is where I would be. At that time, I did not really give myself the option to choose my mental and physical health over school and tests and even friends. In a way, the effect of Covid-19 has changed me for the better. I never knew the piece of the puzzle that was missing was cycling. When I first started, I set myself a goal; a goal to improve my stamina. I cycled and cycled, pushed and pushed and

did not give myself the time to realise what I was doing wrong. I was in that same vicious cycle. Not cycling for me, but to get what I wanted. I would come back the next week, tired, unmotivated because of my declining progress. I had to restart so many times, and I took it as a sign that I needed to change something for it to stick. I reflected on myself and my mistakes and soon realised I needed balance. I was confident now, and strong and felt great but that balance, a good routine and doing it for my own health is what I personally required to succeed. As soon as I started doing this, everything pieced itself together. I am now wondering, how much more I could have achieved if I just opened my eyes, but I guess it is about the journey, not the destination."



Alia Saba (G9B)



"Today I had swimming practice twice and fitness training once. Training today was quite strenuous, but it was very satisfying when I was done. I focused on cardio today at fitness training and more on backstroke at swimming practice."



Ibrahim Basyouny (G10Y)



Skill – I learnt new skills on how to set up an online community for people who like dogs and develop a business plan for the merchandise that we will make to promote this.



Voluntary Service – I will set up and promote an online community for people who like dogs and want to find homes for lost or street dogs

A group of other participants and I will work on making a community for dog lovers in Egypt. We will create pages on different social media platforms to promote our discord server. The server will have many features. Our main focuses are going to be the lost dog's pages and the adopting page. We will also try and partner with different pet stores and vets around Egypt to get discounts for our community members. We will also try and team up with the Animal shelters in Egypt and offer to make them custom merchandise to sell to raise funds for the shelter.

"I redesigned the logo for the shelter using a font that is much easier to read. I also started working on the discord server."



Mariam Fahmy (G11R)



Skill – Drawing. I was on the phone to a friend who was feeling stressed and upset. I felt empathy towards her situation as I had a similar experience. After the call, I began to think about the idea of empathy and sympathy. We let people into our life and they let us into theirs, which can leave us vulnerable. We can feel their sadness (blue), their anger (red), their envy (green) and their calmness (pink). I attempted to portray two of the most important feelings that I think we feel.



Sarah El Sharkawy (G10G)



One of the reasons that I wanted to take part in the International Award Programme was because I wanted to do something interesting in my spare time and because I believed it would be something worthwhile to add to my College applications.

I chose Lego for the Skill category as it allows me to focus on one particular interest for a long period of time. Another reason why I chose this Lego was because I am thinking of going into engineering as a possible career path.



The Apollo 11 Space Station



The White House, Washington DC



Dinosaur

Adham Abdel Majeed (G11B)



Voluntary Service - Zooniverse

Aiding the Zooniverse Astro Rewind Database. I decided to do this as it relates to my College major. The Zooniverse enables everyone to take part in real cutting-edge research in many fields across the sciences, humanities, and more. I am going to add at least a document a week that aids NASA in making a holistic map of images of the sky extracted from ADS literature.
(<https://www.zooniverse.org/get-involved>)





INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME NEWS

It has been a busy Term Three in the IBDP section with our widely talented students working towards their assessments and exams. Our Seniors have successfully submitted all of their final coursework pieces and have completed the May examinations. They are now enjoying a well-deserved rest! Whereas our DP11 students are starting a range of interesting and diverse assessments for their subjects.

University Offers

Our DP12 students have received an incredible range of university offers and placements all over the world. We are immensely proud of the graft, resilience and dedication our students have shown in securing their futures in some of the best institutions in the world. Ammar Abdelwahab (DP12Y) has a placement at Singapore and at Waterloo, Canada. Also planning to study in Canada are Habiba Mansour (DP12R) and Hala Sarhan (DP12Y), both having secured placements at Toronto and Concordia. Malak Hassanein (DP12R) has a placement at Toronto and McGill, and Lara Majid (DP12Y) at UBC along with places at Imperial College and UCL. Layla Dajani (DP12R), Amina Hamed (DP12R), Maya Emam (DP12R) and Salma Garana (DP12Y) all have placements within UK universities including Goldsmiths, York, Manchester, Bristol and Liverpool. Ahmed Mahmoud (DP12R) has offers spanning three countries, with placements at King's College, London, Karlsruhe Institute of Technology and Twente, The Netherlands, open to him; it will be interesting to see where he chooses to take his talents. Noureldeen Darrag (DP12R) is focused on acceptance at Michigan State and Abdelrahman Gemeiye (DP12R) at Illinois.

From Medicine to Political Science, the range of courses our DP12 students have selected highlights the scope and breadth of subjects, skills and interests fostered by our students during the IB Diploma Programme at MES Cairo. We have no doubt they will be a great credit to whichever institution they choose to attend in September.

Individual Investigations

Many of our DP11 students have started Internal Assessments across their subjects. An exciting part of the IB programme is selecting and carrying out a Scientific Investigation as part of their Group 4 assessed work. This year our students have worked hard to adapt their research questions so they could continue their data collection at home. From baking bread, measuring freshwater quality, to exploring streamlining, the intrepid DP11 cohort are carrying out interesting and scientifically challenging investigations outside of the laboratory. The results of these experiments are sometimes unexpected, but always very interesting!

Examinations

Congratulations to our DP12 Graduates who sat their final examinations across April and May. Their determination, effort and good humour was evident, and the exam session was completed without incident. We will have our fingers crossed for all our students on results day.

Our DP11 cohort sat their end of year exams and experienced a taste of the real thing in preparation for their mocks and then their finals next year. The whole cohort showed a singular focus and determination, and we are very proud of their efforts and victories.





Extended Essay

After a promising launch during our introductory workshop in February, the Extended Essay is well under way for our DP11 students. Since our first session, DP11 have thrown themselves into a range of in-school and online workshops, supervisor meetings and independent research, with an admirable spirit of inquiry.

The Extended Essay, a guided research process unique to the IB Programme, is one of the reasons that the IBDP programme is regarded as exceptional preparation for university education. This process, through which students are guided by appropriate MES Cairo subject specialists, offers students the privilege of quenching their intellectual curiosity in a field of their choosing, as well as initiating them into the independent research practices.

The unlimited scope of choice has, as usual, yielded a variety of research foci. From the role played by Russia in the Napoleonic wars (History), the minutiae of aerodynamics (Physics), the business strategies of IKEA (Business Management), and explorations of madness as represented in Victorian Literature (English Literature), our students' chosen fields of inquiry span across time and space.

It is with a sense of eager anticipation that our supervisors look forward to the first products of our students' research.

Mr B Rainford – IBDP Coordinator/Assistant Head

Theory of Knowledge

The DP11 students are currently finishing their Theory of Knowledge (TOK) Exhibition essay as part of their assessments. The main objective of this compulsory exhibition is for the students to explain and demonstrate how TOK concepts manifest themselves in the real world. As usual, our students are doing a fantastic job of linking real world objects to the concepts they have debated and discussed in lessons and are discovering, enjoying, and extracting the best of each culture they encounter. They are demonstrating every day that they are IB students by showing responsibility, internationalism, open mindedness, and risk-taking initiatives. They have shown and are continuing to prove to everyone that they are ready to play their part in making this world a better place.

This exhibition is a crucial moment for our IBDP students to display their readiness to apply their knowledge beyond the classroom and become life-long learners; the "rendez-vous du donner et du recevoir". We are proud to witness the resilience and passion of all students for the first MES Cairo exhibition of the new TOK course.

Mr O Thiam - TOK Coordinator

CAS Corner



CAS (Creativity, Activity & Service) is a core element of the IBDP. Believe it or not, CAS has been around for nearly 3000 years as a way of creating more well-rounded Spartan soldiers of the Ancient Greek battlefields. Nowadays, CAS is an experiential learning programme that encourages students to learn about themselves through being involved with activities that challenge them to expand their comfort zones and to be reflective.



DP11

DP11 students have had a very challenging year with the ongoing presence of COVID-19. Despite the struggles, they have all risen to the occasion and have exceeded expectations outside of the classroom. Our students have completed a wide range of experiences ranging from volunteering with orphans in Maadi, Mountain Biking in Protectorate Wadi Degla and learning how to play new and complex pieces of music.

DP12

After a strange and difficult eighteen months, the entire cohort of DP12 students have completed the CAS Programme. Each student in their own way has shown incredible determination and tenacity to make a positive difference to the people around them and to develop themselves as individuals and adults. We are all very proud of our DP12 cohort and cannot wait to see how they take their experience with CAS onto university and beyond.

Mr G Scott - IBDP CAS Coordinator

Learner Profile Awards

The most successful learners are those that utilise a wide range of skills and abilities in gathering and using information and concepts. The IBDP Learner Profile identifies those skills and our fantastic IBDP students strive to develop and use them on a day-to-day basis.

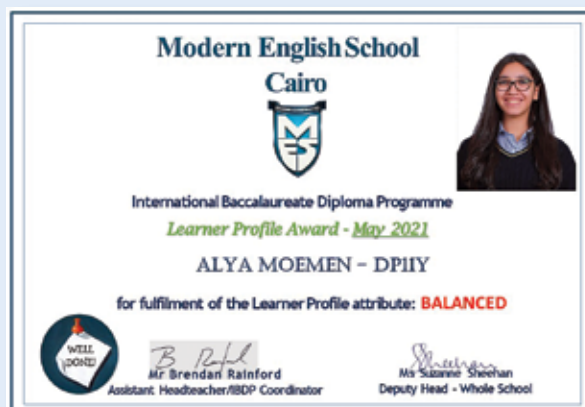
In April, the attribute our students focused on was **Risk-Taking**: *“Approaching uncertainty with forethought and determination; working independently and cooperatively to explore new ideas and innovative strategies. Showing resourcefulness and resilience in the face of challenges and change.”*

Congratulations to Catherine Wael (DP11R), Waguih Hebeish (DP12Y), Salma Garana (DP12Y), Amina Mazen (DP11R) and Miriam Guirguis (DP11R) for displaying and fulfilling this attribute.

For May, the attribute awarded was **Balanced**: *“understanding the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others”.*

Alya Moemen (DP11Y), Roaa Bayoum (DP11R), Catherine Wael (DP11R), Maya Abdel Salam (DP11Y), Saleem El Hady (DP11R) and Malak Kandil (DP11Y) all fully demonstrated this attribute in their learning. Congratulations.

Mr B Rainford – IBDP Coordinator/Assistant Head



IBDP12 VISUAL ARTS EXHIBITION

Our IBDP Visual Arts students have shown great determination and focus in curating their Final Exhibitions. This was a particularly admirable achievement in a time of social-distancing and isolation. For this Group 6 component, students are required to work through ideas and concepts that inspire them to embark on a creative journey that leads to producing excellent final artworks. The Exhibitions explored thought-provoking themes such as 'Human Emotion', 'Expectations of Women in Society' and 'Music and Celebration'. Students communicated their ideas to the viewer through different mediums such as Photography and Digital media, Painting and Installation.



As every year, the IBDP Exhibition was a whole school celebration that was shared and celebrated on our social media platforms. Our students worked incredibly hard. We would like to thank Ms Lamia, our wonderful artist in residence and teacher for her support and help with the planning and production of the Exhibition. We would also like to say a big thank you to our excellent maintenance and IT teams for their support.

Ms R Seabrook - IBDP Visual Arts Teacher



Mariam Nossier DP12Y



Mariam Zidat DP12R

UK Universities Offer Record Number of Places to MES Cairo Students

We all know that this year has not been an easy one, but MES Cairo students have focused on the opportunities available and have gained offers that exceed the success of previous years. Senior students have dealt brilliantly with the uncertainty that is affecting the globe and proven they will be the leaders of the future.

Last year, at final count, MES Cairo Senior students had been offered a total of 236 UK university places, which was an increase of 23 compared to 2019 (before COVID). As we continue into the second year of the uncertainties and challenges created by the ongoing pandemic, no one would have been surprised if our UK university places had declined...

We are delighted to congratulate our Seniors on beating pre-COVID records and achieving 279 UK university places – a massive increase of 43 places!

An important fact to note is that when MES Cairo shares UK university successes the figures refer to First Year University places rather than Foundation, which is what some institutions use to increase the overall statistics. Our figures show what Senior students have achieved at least a year younger than their UK peers, which increases the pride they and their parents should feel in their successes.

We are so proud that out of the total so far of 279 places offered, 256 places are at universities ranked in the UK top 20 overall or by subject, 183 places offered are in the Top 10 overall or by subject and 73 are in the Top 5 overall or by subject.

An interesting change, this year, has been the difference in the regional areas of the UK that have been most popular. MES Cairo is conquering the North of England! Top favourite is Leeds University with 31 places offered, second came Manchester with 26 places and third Northern favourite is Loughborough with 14 places. All three universities ranked in the top 10 overall or subject.

Seeing students look beyond London to gain offers is pleasing as it shows the depth of research that our specialist help provides to all MES Cairo students. This year has seen a significant rise in UK places beyond England, 20 in total. Scotland: 9 places in Edinburgh, 5 in Glasgow, 1 in Strathclyde. Wales: 3 in Cardiff, 1 in Swansea. Ireland: 1 in Belfast. We are expecting the breadth of regions to continue to grow as students and parents continue to search for better courses and better prices for equal or better value.

In a world full of changes some things remain predictable so as expected there have been plenty of offers from Bath University, Sussex, Surrey, Bristol, Southampton and Kings College London all normal MES Cairo favourites and representative of the very best university experiences for our students in the UK. In all of these universities MES Cairo Undergraduates and alumni are able to offer support as year upon year our students show that they have what it takes to succeed both in Egypt and beyond.

Special congratulations to our six students who gained offers of places at Imperial College London, ranked by the Times as 3rd in UK overall, and to University College London ranked 4th in UK overall. Fantastic achievements!

We are incredibly proud of the Seniors of 2021 and wish them every success as they begin their university careers in some of the most prestigious universities in the world.

Ms S Clingan - Deputy Headteacher, British Section



THE UNIVERSITY
of EDINBURGH



University of
BRISTOL



University
of Glasgow



UNIVERSITY OF
BATH



QUEEN'S
UNIVERSITY
BELFAST

'Shout Out'

TO OUR BRITISH SECTION ALL STARS



Ismail Gaffar Y10B and Omar Aziz Y9Y



Hala Helal Y8Y, Hamza Sultan Y8Y, Ismail Aboulhassan Y7R and Mohamed Bassem Y7B

Our 'MES Cairo All Stars' is an award that is bestowed on students for a multitude of reasons: for academic excellence, outstanding effort, showing resilience or being kind to name but a few.

This year, each of our students has shown great resilience, flexibility and perseverance in their hybrid and online learning. Students may have spent less time on the school campus, but they are participating well in online learning and learning new skills. The pandemic has allowed our students to hone their IT skills and be more adept at using new tools to showcase their work.

In this edition of the MESsenger, the All Stars we celebrate have been nominated by at least three teachers for continued dedication, or outstanding academic achievement in their learning. All our All Stars are superb role models at MES Cairo and we know that they are on the pathway to success.

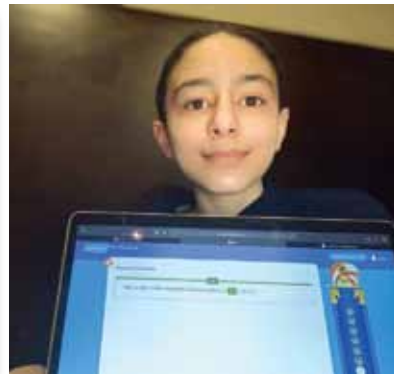
A special mention to Mohamed Desouki (Y10Y) who was nominated by every one of his IGCSE teachers. A first! It was no surprise that he was also nominated for a COBIS Council of British Schools Achievement Award.



Mohamed Desouki Y10Y, Jumana Eid Y10Y, Adham Negm El Din Y8Y, Nadim El Rakeeb Y8R

Mrs L Talbot – Secondary Headteacher, British Section

World Maths Day @ MES Cairo



On 5th May 2021, students in the British Section in Years 7 and 8 competed in World Maths Day.

World Maths Day is an international celebration of Mathematics. On this day, students across the world compete in Live Maths challenges to determine a global winner, while also participating in fun activities that highlight the wonder of numbers.

World Maths Day has grown exponentially since its beginning in 2007. In fact, it holds the world record for the most participants in an online mathematics competition, with 1.9 million students taking part in a single day. More than 150 countries were represented this year.

The live challenges are the highlight of every World Maths Day. Students log in and compete against peers from around the world in 20 one-minute challenges. The goal is simple: get as many questions correct as you can within one minute and be crowned the winning mathlete!

Our students were able to rise to the additional challenge of competing in World Maths Day from home, as students were learning exclusively online on this day. Some students even continued to compete in World Maths Day challenges in their own time when normal school hours were over.



Mr S Rayner - Head of Mathematics, British Section





Mangahigh/COBIS Mathematics Challenge Student Success

MESsenger readers with good memories will recall that in December 2019 Year 7 students had the opportunity to participate in the Mangahigh (a game-based learning system) and COBIS (Council of British International Schools) Mathematical Challenge. Their target was to earn as many points as possible over fourteen days. Points were earned by completing a Mangahigh activity successfully and earning either a virtual Bronze, Silver or Gold medal in that activity. Each medal was worth a certain number of points. At the end of the challenge, students who earned more than 200 points in total would receive a real medal.

3,265 students from 63 COBIS schools across the world took part in the event.

We gave our students the choice of whether to compete or not, so their success in the Challenge required several MES Cairo Graduate Profile qualities, such as to be pro-active, confident and independent.

Due to the COVID 19 situation, it proved extremely difficult to receive the medals. However, being ever resilient at MES Cairo we did not stop trying and, fifteen months later, we were able to award the students their well-earned medals.

Four students earned enough points to be awarded medals. Congratulations go to Karim Aboelsaad (Y8B), Salma EL Gohary (Y8B), Ahmed Kamal (Y8B) and Farida El Fiky (Y8Y).

We are very proud of their achievement.

Mr S Rayner - Head of Mathematics, British Section



Ahmed Kamal Y8B



Farida E Fiky Y8Y



Salma EL Gohary Y8B



Karim Aboelsaad Y8B

ICT AND COMPUTING

At the start of Term Three, ICT and A-Level students have attended revision exam classes to prepare for their final IGCSE and A level exams. Many students showed great enthusiasm during the ICT IGCSE course, and have selected Information Technology for A-Level, to further develop their skills in using Animation Graphics and Java Script.



Students engaged in a class discussion about the use of difference devices within ICT

Computer Science IGCSE students have been working on their pre-released material that consisted of three sections of problem solving. Students have also attended revision classes to develop their theory computer science knowledge.

It has been a great year for our ICT and Computing students and we look forward to excellent results.

Mr Y Alkaabi - Teacher of ICT and Computer Science, British Section



Soliman Soliman (Y12B) using Adobe illustrator software to create graphics.



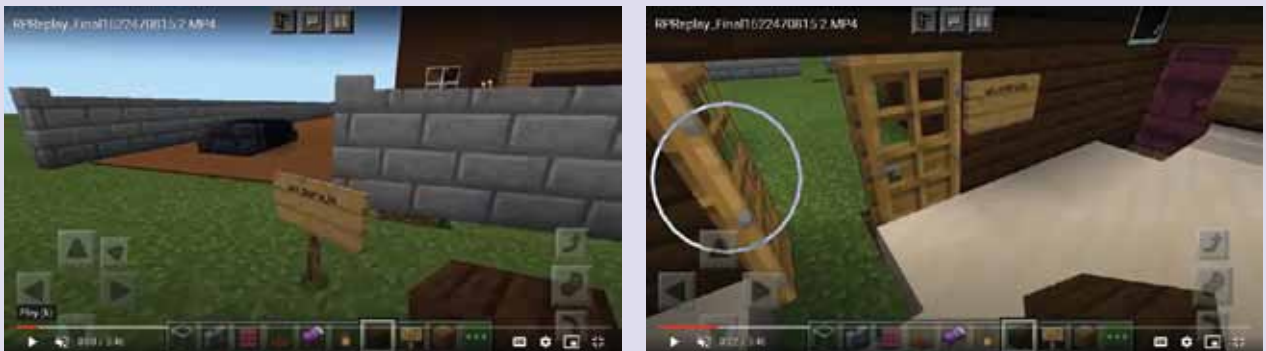
Year Seven SPANISH

Year 7 Spanish students have been working on an amazing project. They are designing their dream house and describing it in Spanish. Most students have chosen Minecraft as their preferred design tool. Students have also been listening to and creating dialogues about their houses and what they do at home.

Here are some great examples:



Selim Maksoud (Y7R)



Talia Behairy (Y7R)

¿VIVES EN UNA CASA O EN UN PISO ROSA?
 EN UN PISO
 ¿ ESTAS ?
 EN BARCELONA, EN LA CIUDAD
 ¿ COMÓ ES?
 ES BASTANTE GRANDE, A MÍ ME GUSTA MUCHO
 ¿ QUÉ HACES EN TU CASA?
 YO HAGO LOS DEBERES EN MI DORMITORIO, COMO EN LA COCINA, VEO LA TELE EN EL SALÓN Y JUEGO AL FÚTBOL EN EL JARDÍN.

Nadia Eissa (Y7B)

Middle School

Dependability – Effort – Integrity – Readiness – Respect

Congratulations to all Grade 7 students for completing their first year in Middle School and best wishes to our Grade 8 students who will be moving onto High School next year. This year, students were faced with many challenges but were able to complete outstanding academic work. Throughout the year students improved their skills in time management and working independently. At the same time students also made new friends, discovered new interests, and explored habits of staying healthy.



Habiba Assassa G7B



Yassin Tawfik G7B



Adam Badran G7Y

"I learned many things this year that I think I will never forget because of how different it was. I learned something that Grade 7 students may have not learned in the previous years because of hybrid learning. I think I have learned to become faster at adjusting and adapting to changes. Grade 7 has also taught me to become more organised. Although this year was different, I will never forget my first year in Secondary!" **Amina Neamatallah (G7B)**

"I learned to be independent." **Mostafa Kamal (G7G)**



Grade 7 and 8 students explored the online platform UNIFROG that they will use throughout high school to explore interests and careers and investigate future college choices. UNIFROG also allows students to keep a record of their academic interests and accomplishments that will then be used in Grade 11 as they begin applying for university.

"I learned that just because something seems difficult, doesn't mean it is impossible." **Ola El Borolossy (G7Y)**

During HRCF students completed activities and participated in discussions on how the ELEMENTS of Learning can be used to improve academic performance, organise their studies, and provide them those extra skills to become successful learners.

"I will tell you something that I think all Grade 7 would agree on.

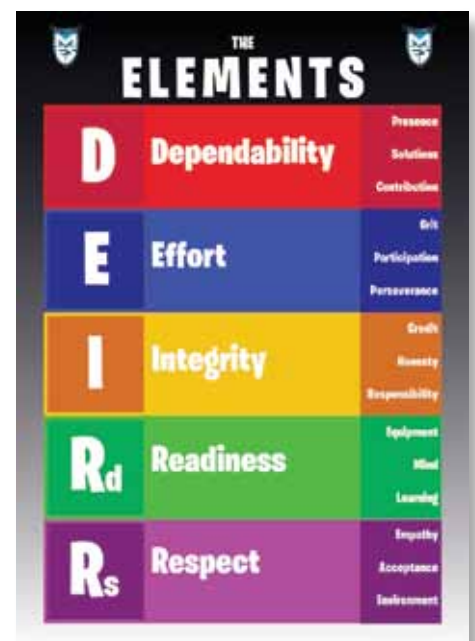
Throughout

Grade 7 you will face a lot of hard obstacles and you will want to give up but you have to put in mind that you will get through it! As you are going through Grade 7, you will find it easier if you put in mind that **YOU CAN DO IT!**" **Leilah Ziada (G7Y)**

An important focus this year for all students and teachers was a focus on wellbeing. Students looked at the 5 Ways to Wellbeing (Connect, Give, Keep Learning, Take Notice, Be Active). The 5 Ways of Wellbeing were incorporated into Homeroom activities with the support of Senior Mentors and during regular classes and HRCF. Themes for this year included Compassion, Kindness and Giving during the Keep Egypt Warm event, how to stay connected to friends and family during the isolation due to the pandemic, and how to deepen learning and discover new interests to foster the passion of learning.

"In Grade 8 I have learned a great deal of things and I improved a lot. I have figured out how to be more capable, responsible, and independent. This year has been probably the hardest year so far at MES Cairo. It was our last year in Middle School and we needed to depend on ourselves...nonetheless, the teachers truly helped us through." **Farida Attiah (G8R)**

Mr D McKoski - Vice Principal and Dean of Students Grade 7 and 8



Grade 8 Science

Students Build Catapults to Test Newton's 3 Laws of Motion



Grade 8 Science students spent two weeks working on a cross-curricular project between Science and Social Studies. The objective of the project was to research, design and build a catapult based on Greek and Roman technology that demonstrated Newton's 3 laws of motion.

During Social Studies lessons, students researched what catapults were, how and when they were used, and the ancient parts that made up a catapult. In Science lessons, students created a blueprint based on the information they researched in Social Studies and constructed a catapult that could launch three different massed objects. Students were provided with lolly sticks, hot glue, duct tape and rubber bands only. Additional materials were provided by the students themselves.

In their final presentations, students included an explanation of the history of the catapult and the relation to Newton's Laws. The overall creativity of the students was above and beyond anything we could have imagined with everyone working incredibly hard.

Ms T Toney - Science and Ms N Walker - Social Studies

Student Reviews:

"During this project, I learned how to be resourceful by making the best out of recyclable waste like cardboard, chopsticks, paper, and bottles! In addition, we were resilient because our first model was inferior, so we quickly planned out a new idea and spent the rest of the day working on it. I absolutely loved working with my friend and incorporating both of our ideas to get the best result possible."

Jolina Adel (G8Y)

"I had a lot of fun doing this project and learned how to work in a team better." **Layla Morsy (G8Y)**

"The decision that you make each day can actually CATAPULT you to the next level of achievement." **Mariam Habib (G8G)**

"Doing the catapult project was interesting because we actually got to do one project for two subjects. It was confusing at first but then it got easier and easier. The fact that we got to do it with partners was amazing and made the entire experience so much easier and much more fun. I loved building the catapult and coming up with materials we could use to create it. " **Nadin Elwarfally (G8B)**

My experience with the Catapult Project was fun. I got to work with my friends and learn new things like how the catapult was built and how the ancient Greeks used them. I also liked that the project was two classes combined because it helped us get a better understanding of two different subjects at one time in a fun way. It was kind of difficult staying in contact with my partner and researching a lot of different information, but we figured it out. **Salma Hassan (G8R)**

ARTBEAT

Grade Seven Art

by Ms L Afifi, Art Teacher

Students completed three art projects over Term Two and Three.

Poetry

Grade 7 students had the freedom to choose a poem, understand the theme, tone and the feelings of the poet and to express their understanding by drawing what they feel. They have expressed concepts such as freedom, lamenting loss, the importance of being loved, lightening, family love and memories.



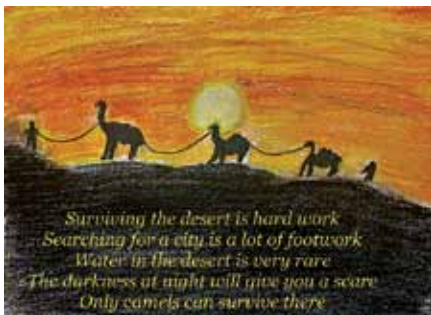
Zeina Mohamed G7B



Lara Nashar G7B



Habiba Assassa G7B



Youssef Youssef G7B



Zeina Bosty G7R



Amina Neamatallah G7B



Maya Mahmoud G7B



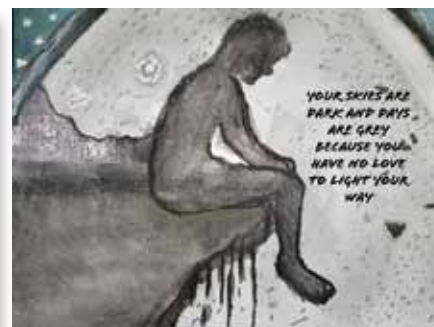
Mostafa Aly G7B



Teymour El Helw G7B



Habiba El Komy G7R



Marwan Koussi G7B



Farida Waly G7Y

Designing their own Living Room

Grade 7 students designed their own living room using the right perspective, proportion and adding items of décor that matches the colours of the furniture.



Amina Neamatallah G7B



Farida Maklad G7B



Habiba Assassa G7B



Malak Hakky G7Y



Omar Bahgat G7B



Omar Ibrahim G7Y



Talia Sakr G7Y



Youssef Nazim G7Y

Symmetry

Students learned how to complete a symmetrical shape with all detailed features covering proper proportion, size and colours.



Aamena El Shawaf G7Y



Adam Kamal G7Y



Farida Waly G7Y



Seif Ali G7Y



Hana Badra G7Y



Mostafa Khalil G7G



Taia Sakr G7Y



Omar Bahgat G7B

ARTBEAT

GRADE EIGHT ART CLAY MONSTERS

Grade 8 students learned about the importance of form in Visual Art and the process of creating 3-dimensional artwork this month by designing their own imaginative monsters using air drying clay and acrylic paint. **Ms M Kessel - Art Teacher**



Ahmed Effat G8Y



Aly El Rimaly G8Y



Jolina Adel G8Y



Jolina Adel G8Y



Ibrahim Abusteit G8Y



Judy Badawy G8Y



Maleeka Ramadan G8Y



Laila Elmoallem G8Y



Layla Morsy G8Y



Mohamed Dabb G8Y



Sama Arafa G8Y



Maya Elzuhairey G8Y



Talia El Husseiney G8Y



Tia Sheta G8Y



Youssef Moamen G8Y

ARTBEAT

DIGITAL ART + DESIGN 2: *Mixing the Old with the New*

In this project, students begin by researching the history of portraiture and portraiture artists/photographers. They selected one artwork that most resonates with them. Whether this was a painting from the Renaissance or a contemporary photograph, it did not matter. They then had someone take a digital photo of them using the same light and perspective as their chosen artwork. In Photoshop, students merged their digital image with the portrait from the past, creating a new way of looking at portraiture.

Ms C Comerford - Art Teacher



Youssef El Kabbani G10G



Youssef El Adl G10R



Kenzy Teira G10G



Adham Rashed G11R

IBDP 11 VISUAL ARTS

Students have been 'learning the ropes' in preparation for IBDP 12. They have made remarkable progress in the "Portraits" project by producing excellent tonal portraits which have been extended into painting or mixed media outcomes.

Exploring ideas and context are an integral part of the students' artmaking. Some have chosen to express the impact of isolation on emotion and wellbeing. Culture and celebration are popular choices and engaging theme which they can successfully explore and develop their skills. Students are currently responding to the work of Photomontage artists such as Richard Hamilton and Hannah Hoch which gives them an insight to the Dada and Pop Art movements. Collage and Photomontage is also an incredibly fun way of working.

Ms R Seabrook - Visual Arts Teacher



Amina Mazen DP11R





Arwa Eid DP11R



MATERIALS



OIL PASTELS:



PENCIL



WATERCOLOR PENCIL



PEN:

PEN:
I really like this piece. I drew with pen. I think pen drawings in general are very aesthetically pleasing. It is a good technique when wanting to highlight the details in a drawing. I like the overall concise and how the pupil was shaded in.



ACRYLIC PAINT:

I experimented with acrylic paint but it didn't give me a detailed outcome like I hoped. I think this paint is quite hard to work with and I would not use it if I were to draw something realistic.

THE PROCESS



— After leaving it to dry
I cut it out.



I drew and painted a disproportionate, separate body and cut it out as well.



I pointed an entire blue background to stick my pieces on.



I glued my pieces on the background after it was dry.

Malak Atef DP11R



Seif Hendham DP11Y

ARTBEAT

YEAR 7 ART

This term, the focus in Year 7 art was to introduce students to the formal elements of line, tone, pattern and texture. Students investigated the use of typeface and designed their own style of calligraphy. Self-portraits were also produced where students explored scale and proportion and the application of tone and line.

Ms L Lee - Art Teacher



Jannah El Bialy Y7R



Selim Farahat Y7R



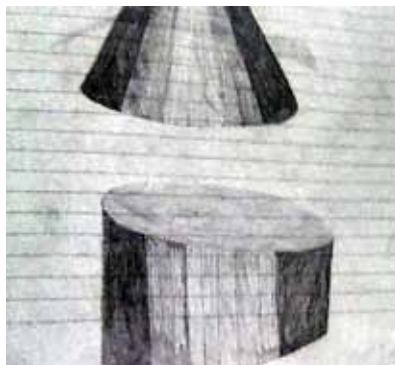
Layla Sabry Y7R



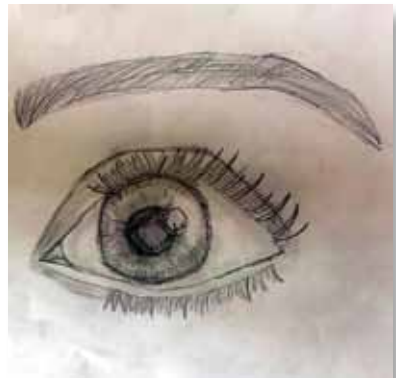
Tia Madkour Y7R



Zeyna Majid Y7R



Mario Na'eem Y7R



Mariam Aboelsaad Y7R



Noor Azzam Y7R



Talia Behairy Y7R



ARTBEAT

Year 8 Art

Surrealism has been the inspiration for the current Year 8 project. Students have documented their own dreams and researched the work of relevant artists to inspire them to create excellent compositions. When creating their artworks students have explored colour, composition and scale. Through experimentation with watercolour paint students have successfully developed their colour mixing and blending skills. I am really pleased with the final outcomes. Well done.

Miss R Seabrook - Art Teacher



Hana Mohamed Hassan Y8R



Nour Tayel Y8B



Leila Enab Y8B



Tia Darrag Y8R



Salma El Gohary Y8B



Aysel Dwidar Y8B



Malak El Saadani Y8B



Zeina Mohammed Y8B

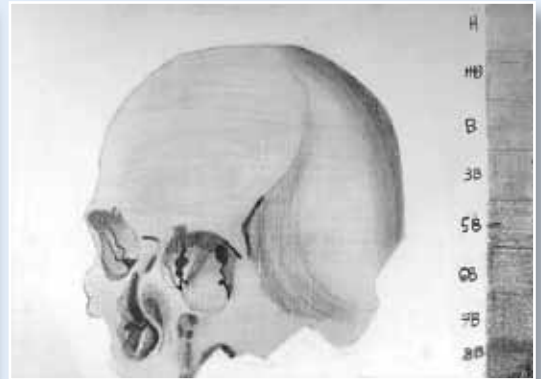
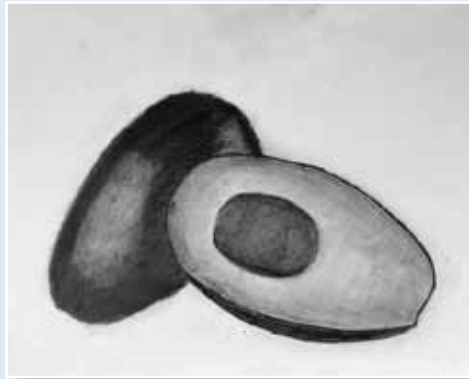


Salma Shams Y8B

ARTBEAT

YEAR 9 ART

This term, Year 9 IGCSE students completed a study into landscape drawing and painting where the focus was on perspective, and the importance of the foreground, midground and background when planning out a balanced composition. Students are now working on portraiture and developing skills using the formal elements of art, line, tone, colour texture and proportion, to create an impression of a 3D image on a 2D surface. The use of the narrative in art has also been explored to lead students towards a final, personal response for their final piece. **Ms L Lee - Art Teacher**



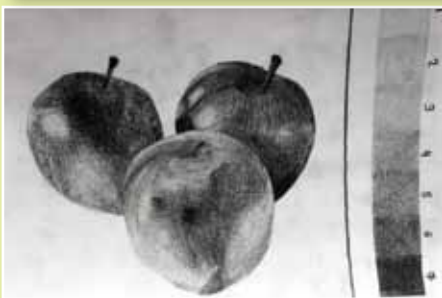
Karin Youssef Y9G



Ayten Roshdy Y9Y



Nour Hafez Y9Y



Sarah Seifhasr Y9G



Ayten Ibrahim Y9Y

ARTBEAT

YEAR 10 IGCSE ART

In Year 10, our students have had an extremely industrious term and despite the challenges of this year have produced an impressive body of work. Students individually selected themes include the following, "coming of age", "nature", "figures and movement" still life and "portraiture". A wide variety of media has been explored and mastery can be seen across a range of different techniques.

Ms L Lee - Art Teacher



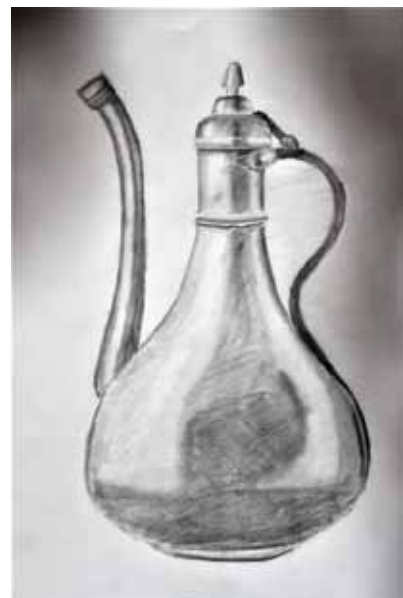
Jana Ali Y10Y



Malak Hanafy Y10G



Radwan Samaqia Y10Y



Malak El Mansy Y9B

ARTBEAT

Year 10 IGCSE Photography



Farah Sawan Y10G



Khadiga El Gohary Y10G

Although online learning has its challenges it has given the students the opportunity to develop their IGCSE Photography projects outside the school grounds which has enabled them to produce some exciting outcomes. A photographer's primary tool is naturally the camera and students have explored their ideas whilst exploring the manual exposure settings. The Egyptian landscape provides an excellent opportunity for scenic photographs to be taken well. Students have taken great photographs in the home. They have worked thematically and been inspired by nature, landscape, fashion and reflection. As well as using the camera, they have developed their manipulation skills through use of Adobe Photoshop and Lightroom. I am sure that Year 10 students will continue to build on the skills they have developed and become even greater photographers. Well done. **Miss R Seabrook - Art Teacher**



Cynthia Boghdady Y10B

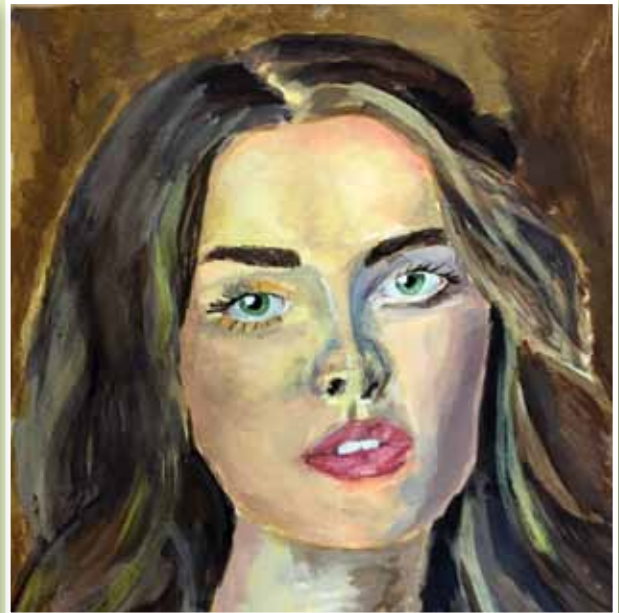


Sedra El Sayed Y10G

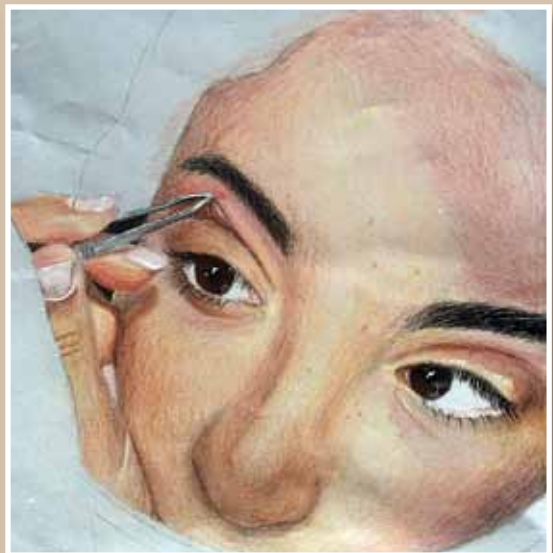
ARTBEAT

YEAR 11 AS ART

Year 11 students are in their first year of a two-year A level course. They have already successfully completed component one, the coursework portfolio. Students were required to consider a range of topics before individually selecting a final theme. Examples include “journeys and memories” and “human emotions”, and how we express these. **Ms L Lee - Art Teacher**



Salma Abu-Al-Magd Y11G



Sara Ramadan Y11R

BRITISH SECTION EXPRESSIVE ARTS

Music

Students in Years 7 and 8 have been developing their performing skills this term and have taken part in a project where they have chosen a piece of music to rehearse, perform and record. Students have developed independent learning, resilience and confidence by overcoming barriers to performing and many students have produced excellent outcomes. It has been great to see so much talent on offer. Some students have chosen to sing or perform on an instrument individually, whereas others have worked in a duet, trio or larger group. The challenge of rehearsing from home, online, has been overcome well and students have still managed to produce successful performances.



It has also been the exam season and Salma Assal (Y10G) has sat her IGCSE Music exam. Salma has produced two excellent compositions for her coursework, and we wish her every success in the future. Well done for all your hard work Salma.

Mr G Thomas - Head of Expressive Arts

Year 7 Drama

During this term, students worked progressively on their acting skills. Firstly, they learned the technical aspect of miming and acting with imaginary objects, creating facial expressions to show emotion and using gestures to clarify meaning. Then they learned about monologues, selected a short comedic scene, and have been practising combining the various performance elements already practised in class.

Year 8 Drama

Students spent this term working on storytelling and applying this to writing a short monologue for another student to perform. They then had their partner rehearse the scene, directing them as they went. This project allowed the students to combine facial expressions, gesture and movement skills, attained earlier this year into their final monologue performances to show the culmination of everything they have learned in Year 8.

Mr J Berthiaume - Drama Teacher



TEACHER TRAINING AT MES CAIRO



We were delighted this term that two teachers have been endorsed by UK based organisations, the University of Sunderland and the Society of Education and Training, as successfully fulfilling the criteria needed to secure Qualified Teacher Status (QTS) and Qualified Teaching and Learning Skills (QTLS), after an intensive period of mentoring, coaching, reflection and gathering extensive evidence here at Modern English School Cairo. An additional two colleagues have also successfully completed their Induction Year post-initial teacher training as part of our Newly Qualified Teacher (NQT) programme.

The University of Sunderland is an accredited provider for the Assessment Only Route to QTS (AOR to QTS) for experienced teachers who have been teaching whole classes for a minimum of two years, across two different schools and have significant experience of two key stages and already meet all the Department for Education's Teachers' Standards.

Qualified Teacher Learning and Skills (QTLS) is seen as the badge of professionalism and expertise in post-14 education. It is a post-qualification process through which a teacher demonstrates their skills, knowledge, and their expertise within the sector. The professional body that runs the programme is the Society for Education and Training who are dedicated to raising the standard and reputation of post-14 education teaching and training. They provide access to online training tools, the latest sector research, expert advice as well as a self-assessment tool for members to track their own development both with short- and long-term goals.

The successes of our training programmes remain particularly significant given the ongoing challenges faced whilst we continue to navigate through the global pandemic. We have adapted by moving our systems online with lesson observations and meetings conducted over Google Meet and evidence being shared electronically. As always, we continuously review and adapt our practice as needed. In the UK, there are considerable changes afoot to teacher training being implemented from September with the introduction of the Early Career Framework and Core Content Framework. Here at Modern English School Cairo, we have been exploring how that transition can be supported, as well as considering our existing and planned mentoring provision and the additional CPD and development opportunities available for our early career teachers. We are proud of all our participants in our Teacher Training for showing flexibility, ingenuity, and resolve and are grateful for the provision they receive from a wide range of experienced mentors, team leaders, and teaching colleagues who share their good practice with passion, skill and professionalism.



Ms J Cole - Assistant Headteacher



Professional Learning Networks - MES Cairo a lead school

October 2020 saw the launch of the British Schools of the Middle East (BSME) Professional Learning Networks. The BSME organisation which incorporates more than 144 schools, has created an online hub where teachers across the Middle East can communicate and share their questions, advice and passion for their subject or specialism. The BSME organisation is offering all its members access to training webinars for academic subjects across the curriculum, as well as training webinars in school leadership and special educational needs. BSME has 144 member schools participating in this new initiative to discuss and share best practice for the benefit of the 44,000 students in BSME schools.

MES Cairo is proud to be the BSME Network Lead School for Secondary English with our Deputy Head, Ms Suzanne Sheehan, chairing the network. Here at MES Cairo, Ms Sheehan has so far hosted five training webinars. Each Webinar benefits from contributions by top experts in the field, as well as contributions from outstanding schools across the Middle East, including MES Cairo.



Secondary English Webinars offered this year:

1 October	Preparing Year 10 for Examinations
26 November	Blended Learning in the Secondary English Classroom
21 January	Developing Drama in the Secondary English Curriculum
18 March	Accelerating Progress in English
17 June	Inspired Learning in English*

* We are especially proud of the Webinar that took place in Term 3 this academic year, as it was led by MES Cairo's dynamic British Section Secondary English Department where we shared our good practice and the positive impact it has had on our students' achievement. Ms Bowker is already gathering data evidence with her team, showing how our blended learning approaches are raising our students' learning and achievement.



Ms Amie Bowker, Head of English, outlined the plan for the MES Cairo led Webinar. In response to COVID-19, the British English Department at MES Cairo has committed to a "flipped classroom" model of teaching to provide an equitable learning experience for all of our students, whether they are in school or at home. We have co-planned and created a series of visually rich units of work and resources that can be accessed either online or delivered by teachers in-class. These resources are differentiated with colour-coded instructions, scaffolding and challenge activities. The overall aim of this approach is to ensure that student progress is synchronised, which is particularly important when studying literary texts like novels or plays. As a department, we have provided standardised, high-quality resources, teacher led read-along videos and recorded verbal feedback for our students who are experiencing blended learning for the first time.

Underpinning our model is the desire to care for, challenge and inspire our students.

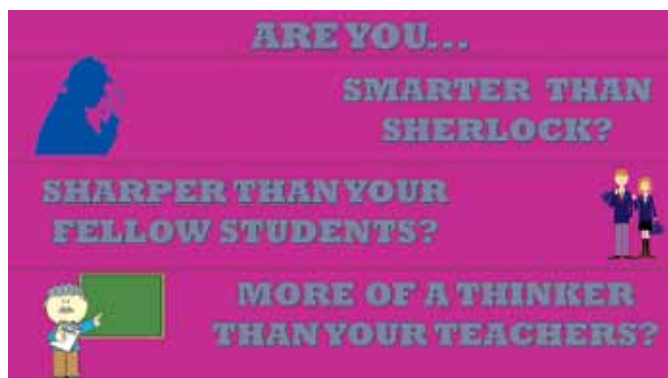
Ms S Blan - English Teacher, British and IBDP Sections

Secondary House News

Martin Luther King Jr, said *"If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward."*

As students and teachers, we have all tried to embody his words this year as we persisted to participate in numerous House activities to ensure that we continued to grow as a community in spite of all of that is happening around us.

Since the previous MESsenger, we have enjoyed two online Quizizz where over 100 students and teachers participated. Congratulations to all of you who entered and a special 'well done' to our top scorers below.



Brain Teasers Student Top Scores

1st Place	Emily Sigalas (Y9G)	Amun
2nd Place	Youssef Mahgoub (G11R)	Selket
3rd Place	Yassin El Banna (G11R)	Edjo
4th Place	Omar Bahgat (G7B)	Kheper

Brain Teasers Teacher Top Scores

1st Place	Ms Gallagher	Edjo
2nd Place	Mr Rayner	Kheper
3rd Place	Ms Quarles	Edjo
4th Place	Mr Cordy	Selket



Harry Potter Top Scores

1st Place	Dana El-Sharkawy (Y9G)	Selket
2nd Place	Pretty Philippe (Y11R)	Edjo
3rd Place	Malika Naser (Y9B)	Kheper
4th Place	Philopateer Shenouda (Y10R)	Kheper

Harry Potter Top Scores

1st Place	Mr Scott	Edjo
2nd Place	Ms Rimington	Selket
3rd Place	Mr Henry	Kheper
4th Place	Mr Cordy	Selket



Omar Bahgat
G7B - Kheper



Teymour El-Helw
G7B - Amun

We also introduced two 'Be Active' challenges linked to our 5 Ways of Wellbeing. Well done to Omar Bahgat (G7B) representing Kheper for recording the most "Keepy Uppys" in 30 seconds. Also, much applause to Teymour El-Helw (G7B) representing Amun who jumped rope the most in 30 seconds.

Finally, we ran two Quiz Bowls with Key Stage Three students during their HRCF lessons. Well done to AMUN students for winning both of these competitions.

In the summer we will be continuously planning and researching new ideas and activities that we

can bring to the forefront next year. If you do come across anything yourself which you feel will really enhance our House Programme this year, then please email Mr Kasmani at tkasmani@mescairo.com.

We wish you a wonderful summer and we are excited and eager for the year ahead. Remember to watch the closing House video where we will announce the House Champions for the Year 2020-21.

Mr T Kasmani – Secondary House Coordinator



Youssef Osman G9Y -
Amun



Omar Ezzat G7Y - Amun



Habiba
Assassa
G7B - Kheper

MESmerised

RAMADAN ACTIVITIES



MESmerised

BOOK WEEK



MESsenger 67 Team

Ms C Boswell, Ms S Sheehan, Ms C Babli, Ms G Dajani,
Mrs N Singleton, Ms R Sharkawy and Ms O Mawla.

With special thanks to Elham Tadros at Glow Printing.



Modern English School Cairo is a learning community which provides a high quality education for children from Foundation Stage One to university entrance level, serving the needs of Egyptian and international families in Cairo. Our broad education is based upon the British Curriculum in Primary. In Secondary, we offer a choice between a British Curriculum, an American Curriculum and the International Baccalaureate Diploma Programme. Arabic and Religious Studies are taught throughout the school.

Our Mission

Leadership through Education: Caring, Challenging, Inspiring

We believe in:

- recognising the value of each individual and his/her relationship with others;
- promoting international understanding and responsible citizenship in a multicultural context, reflecting the best of Arab, Western and other world cultures;
- providing a supportive, inspiring environment which encourages learners to aim high and achieve their aspirations;
- creating opportunities for all to develop confidence, responsibility and integrity.

UK Department for Education (DfE)
(Registration Number 7036316)

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Accredited as 'Outstanding' by British
Schools Overseas (BSO)

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Accredited by Middle States Association
(MSA-CESS) of Colleges and Schools

*

Accredited by Cognia

*

Accredited as an International School by
Ministry of Education, Egypt

*

IB World School

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Accredited Member of Council of British
International Schools (COBIS)

*

Member of British Schools in the Middle
East (BSME)

*

Member of Association of British Schools
Overseas (AoBSO)

*

Regular Member of Near East South Asia
Council of Overseas Schools (NESA)

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Member of Council of International Schools
(CIS)

*

Member of European Council of
International Schools (ECIS)

*

Member of IB Schools in Egypt Association
(IBSEA)

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