

# Think • Dare • Share and Care

La newsletter de l'École Jeannine Manuel à Londres



Exam Week Football Tournament

Chères familles,

Je suis extrêmement heureuse de voir le retour de notre newsletter, Think • Dare • Share and Care, qui nous permet de partager avec vous certains des temps forts de ce premier trimestre.

Pour notre septième rentrée, nous avons eu le grand plaisir d'accueillir 63 nouvelles familles, 109 nouveaux élèves, venant des cinq continents. Nous espérons que cette année sera pleine de découvertes et d'amitiés pour chacun.

Dans cette édition, nous étudions le concept du feedback, son rôle dans l'éducation ainsi que sa mise en pratique. Je vous en souhaite une belle découverte.

Si ce début d'année a été si riche en nouvelles expériences et apprentissages, c'est bien grâce à l'ensemble de notre communauté scolaire et je tiens donc à remercier tous nos professeurs et administratifs pour cette rentrée réussie. Un grand merci également à notre Association de Parents d'Élèves pour toute l'aide apportée à nos familles et à notre école ces derniers mois.

Je vous souhaite à tous de belles fêtes et vous présente mes meilleurs vœux pour la nouvelle année.

**Pauline Prévot**, Head of School

## À la Une

### A Busy School

As the air gets crisp and the leaves fall from the trees, everyone at Jeannine Manuel senses it is getting closer to the end of an extraordinarily busy term. With a renewed sense of possibility, the outburst of new projects both within and beyond the classroom have set a refreshed buzz throughout the school. This contagious sense of discovery has resonated throughout the term, amplified not only by the international nature of our community, but also by our central location in this extraordinary capital.

Whether in or out of school, students are pushed to reflect on what they learnt in class and understand how to put it into practice. When our students welcomed inspiring guest-talkers, coming to share their different journeys and passions, a flourish of questions arose at the arrival of each special guest. What does the life of a journalist or a lawyer consist of? How do you paint with vegetables? From journalism skills explained by Tristan de Bourbon-Parme, to debate tactics demonstrated by Xavier Matharan, or art techniques shown by Sharon King Chai our students were able to appreciate topics studied in class from new angles.

Whilst these visitors brought ideas into the classroom, our students also had exciting opportunities to bring the classroom outside and get hands-on with their curriculum. Starting from an EYFS teamwork trip set in the beautiful landscapes of Hampstead Heath to the Year 13's Biology data collection trip in Flatford Mill, students were encouraged to test their knowledge beyond the school walls.

This inquisitive approach is supported by a number of collaborative exercises that give students the chance to exchange with other classes and compare their ideas. For example, in the annual teamwork data collection challenge – Rallye Mesure – Year 5 students were asked to solve scientific problems using creativity, critical thinking and in particular, calling on their ability to collaborate effectively.

All of these projects create tangible experiences that promote students' understanding and help them evaluate the extent to which they have grasped key concepts. As Mme. Prévot explains: "it is from the combination of all these different learning environments and experiences that our pupils acquire a deep understanding of their topics. The collaborative approach we encourage also pushes students to work in teams, which develops a sense of community and individual agency."

Page 2  
Learning  
insight

Page 3  
Class  
stories

Page 4  
Community



## The role of feedback in education

Feedback, as a practice, concept and tool is an indispensable component of any development process, and is therefore central to education and its learning structure. This is something on which cognitive neuroscientist Stanislas Dehaene insists, placing it as one of the four foundational pillars of learning, alongside attention, active engagement, and consolidation.



*PS pupils learning how to use specific tools*

Feedback is often understood as a conversation that takes place at different points in a student's learning journey, yet it also takes many other forms. It can present itself in more traditional manners,

both orally or in writing, such as teacher-to-student comments or assessments, but also includes peer-review methods, student-to-teacher returns on lesson structure, or self-evaluation using tools such as KWYK\* programmes. Indeed, it is the diversity in form and format that makes feedback such a powerful and useful tool.

Regular feedback fluidifies the learning process as it pushes students to question their understanding of the topic, calling on their ability to adapt to new content and perspectives. Feedback also requires critical thinking and the metacognitive skill of understanding where one is in the learning process, which enables further progress. Feedback should be thought as an exchange of ideas shared with care and with the ambition of promoting agency. This attitude fosters a propitious environment for multidimensional development, challenging the rigid linear model of knowledge acquisition.



*Year 6 and Year 11 students working on the concept of chronology*

Thus, from the earliest years, the school works with students to teach them how to negotiate different forms of feedback, encouraging them to incorporate this practice into their development process. Students learn how to receive and give feedback throughout their education, without ever losing sight of Carol Dweck's growth mindset that teaches that "failing is growing".

**\* What does KWYK stand for?**



*MS pupil in art workshop*

## In Focus

### Parent mornings in Maternelle





# Class Stories



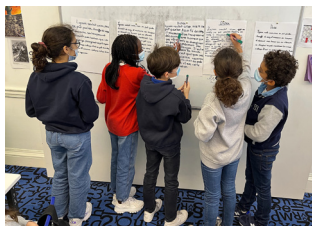
Year 7 • 6<sup>ème</sup>

## Dictée négociée

La classe de 6<sup>ème</sup> a travaillé sur leur dictée d'une manière bien particulière, on peut dire que le résultat est plutôt délicieux !

Une recette pour une dictée bien préparée :

1. Commencez avec la base. Chaque élève écrit, individuellement, un premier essai.
2. Mélangez les idées. Les élèves travaillent en groupe et négocient une dictée commune qu'ils présenteront ensuite à la classe.
3. Travaillez la pièce maitresse. Chaque groupe apporte sa dictée au tableau, explique son raisonnement et répond aux commentaires de leurs camarades. Puis, le/la professeur complète avec ses explications sur l'orthographe et la grammaire concernant les erreurs observées par les élèves.
4. Laissez reposer un jour.
5. La touche finale. Le lendemain, les élèves font une deuxième tentative individuelle et la dictée est ensuite évaluée.



Reception - Year 1 • MS - GS

## Buddy time

Buddy time is a moment set up to promote interactions between pupils from different classes. In this spirit, MS and GS have taken on a number of exciting exercises. For example, the GS students taught the MS class a drama game, a favour then returned by the MS who taught the GS pupils the heel and toe polka dance – a traditional barn dance from Australia!

On another occasion, children were set up in MS/GS pairs and asked to share with each other two things they have enjoyed doing, one in French, one in English. In these interactions students learn to demonstrate good communication skills, such as using clear vocabulary or 'whole body listening'. Well done to our MS and GS!



Know What You Know! The homework tool, KWYK™, is a AI-driven adaptive platform developed by one of the school's alumni to help student consolidate their knowledge.

Year 13 IB • Terminale IB

## Physics clue hunt at the British Museum



What might bring a group of IB science students to the British Museum? As they walked through the museum's iconic rooms to observe some of its most intriguing artefacts, the IB physicists had one clear mission: to describe to their non-physicist peers how the laws of

physics explain the workings of some of the objects on display.

From understanding the complex forces at play in a relieving triangle, found in the architecture of ancient temples, to using ancient Mesopotamian lyres as a basis to explore the concept of waves, our students had a wonderful time teaching and learning from one another in this unique setting. This exercise encouraged them to share their knowledge in a clear fashion and learn from each other, thus building a more complex understanding of the scientific phenomena at play whilst promoting student exchanges.

A huge thank you to all the teachers who organised the excursion!

Year 8 • 5<sup>ème</sup>

## Solar ovens

Could we harvest the power of light to clean water and cook our meals?

This is a question that our Year 8 students have had to tackle as they designed, built and tested their own solar-powered ovens. Student pairs worked together to create a design in which the temperature reached 65°C (enough to pasteurise water) using only foil, black paper, plastic film and cardboard. By applying their knowledge on light reflection, heat absorption, and insulation (and with the limiting factors of English weather) students successfully built ovens that allowed them to cook a few delicious s'mores! Yum!





## Staff

### Interview with Harriet Ashworth, MS1 and CP2 English teacher

Can you tell us about the journey that has brought you here and then back?

I had just graduated from St Andrews University in French and Italian and was not really sure what career I wanted to pursue. Teaching had always been on my mind but I first wanted to find out if it was exactly what I wanted to do before starting the training at another university. Therefore, when I saw the position for an English teaching assistant at Ecole Jeannine Manuel, it seemed to offer the perfect combination of providing a teaching opportunity whilst retaining the connection with my degree in languages. I knew the first day I walked in and was greeted by everyone that this was the place I wanted to be and the career I wanted to go into. Fast forward two incredible

years as a TA and I left to complete my PGCE at UCL. I always knew I wanted to go back to Ecole Jeannine Manuel and I was lucky to always have the support from management to let me realise this. So, I completed my first year of teaching at a nursery school in North London, but when a position came up this year for a teaching position here it didn't take me a split second to accept the offer - I knew I was going back home! So here I am again, and loving it!

**What is it about the school that is so important to you?**

The whole ethos of the school, its outlook and approach to teaching within the intercultural backdrop, and its bilingual world makes it very unique. I really appreciate being surrounded by a multilingual community and the outlook to life that it brings. I feel so lucky to be working in a school I love, with children who have a worldly view, open to different cultures and traditions, as

well as working with colleagues who inspire and support me each day.

**What has been your favourite experience here?**

There are so many! The time Goldilocks caused havoc in the MS classroom when I was TA is always a stand out moment, especially when seeing the children's reactions. Other moments include the disappearance of the Gingerbread Man, or having the police come to school with their horses, and taking the children to the local fire station. On a more personal note, I have to say, walking back through the red door on my first day back as a teacher was pretty special, as was meeting my classes. I had achieved what I realised I wanted from my very first day walking into the Ecole Jeannine Manuel community back in 2017. But I know there are going to be many more experiences to come that will be quickly added to my list of favourites!



# 1929

was the year Faber and Faber was founded and moved into 24 Russell Square. It quickly became a very renowned publishing house, boasting names such as T.S Eliot as their first Poetry Editor. Needless to say, with the school opening this very building next year, the excitement is tangible!

## Maternelle winter-themed artwork



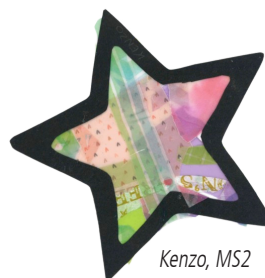
Chloé, GS1



Sophie, GS2



Clara, MS1



Kenzo, MS2



Alaya, GS2



Camille, MS2