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Dear Families,

It has been a busy week with opportunity for Mr Dixon and I to meet with almost all of our Year 11 students and their parents individually over the course of a series of evenings and into this weekend. In undertaking these meetings we have been able to review each student's progress to date before mapping out a suggested revision schedule and approach. With 14 weeks until the exams get underway, it is imperative that students have now embarked upon their programme of committed revision.



Elsewhere this week our Year 7 students enjoyed the opportunity to watch a Royal Shakespeare Performance of Midsummer Night's Dream. Due to our overseas location opportunities to watch theatre of this kind is limited and it is a great opportunity for students to support their classroom learning with a professional performance online.

As we enter the last week of this half term there are a couple of deadlines for parents to be aware of. The first is that students wishing to continue their education with us were required to return their Post 16 preferences on Friday 7th February. The Year 9 Option Canvass Form is also due by Friday 14th February. This form will provide the school with an initial idea as to what students may choose at GCSE and to design the option blocks. The canvass form does not commit a child to a series of options, as students will only select their GCSE Options following a Parent Information Evening on March 13th 2025.

Upcoming School Events

Week Commencing 10th February

Week 1

Monday 10th February

Year 8 Parent Afternoon : 1430—1700 hrs

Wednesday 12th February

School Governors Meeting @ 1000 hrs

Headteacher's Surgery : 0900—1000 hrs @ Akrotiri Hive

Thursday 13th February

Key Stage 3 Valentines Disco @1800 hrs

Week Commencing 17th February

Half Term

All Week

School closed to students and staff

Week Commencing 24th February

Week 2

Tuesday 25th February

Year 7 Parent Afternoon : 1430—1700 hrs

Wednesday 26th February

Year 11 GCSE Food Practical Examination—All Day

Thursday 27th February

SJS Coffee Morning 0800—1000 hrs

Bookings required via SJS.enquiries@modschoools.org

Year 11 GCSE Food Practical Examination—All Day

Friday 28th February

Duke of Edinburgh Silver Expedition



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This week at St John's School



Wednesday saw St John's School host an interschool netball competition between schools from across Cyprus. Threatening skies and passing showers did not detract from an excellent competition, which was enjoyed by all. Thank you to Mrs Gardiner for leading this event and for all of the staff who supported in its smooth running and officiating.



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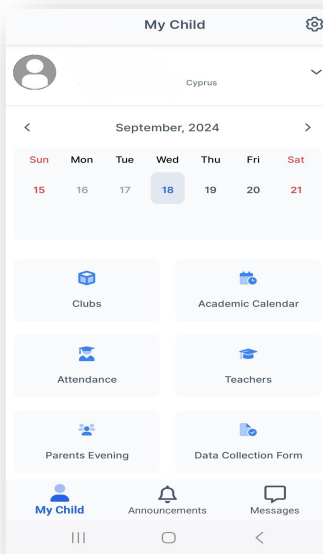
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Year 8 Parents' Afternoon

Monday 10th February 1430—1700 hrs



Have you made your appointments? Appointments must be made in advance of the Parent Afternoon. Appointments can only be made through My Child at School (MCAS) App.

Trouble Registering?

Should you encounter difficulties it is possible the email address we have for you is out of date. To update your email address or to notify us of difficulties please email Mrs Twyford who will gladly assist you in logging on. Mrs Twyford's email is Hayley.Twyford@modschools.org



www.facebook.com/stjohnsschoolcyprus

Let's be friends!

Be sure to add us as a friend of Facebook to keep up to date with what is happening at St John's School

Headteacher's Surgery - Akrotiri Hive

On Thursday 13th January 0900—1000 hrs, parents and/or members of the BFC community are welcome to drop into the Akrotiri Hive, without appointment, to meet the Headteacher, Colin Guyton, to discuss any ideas or issues concerning St John's School.

This approach draws similarities from the MP Local Constituency Surgeries you may be familiar with in the UK and it is hoped that it will prove a useful opportunity to share ideas that help improve the provision we provide to the young people in our care.



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Year 7 Parents' Afternoon

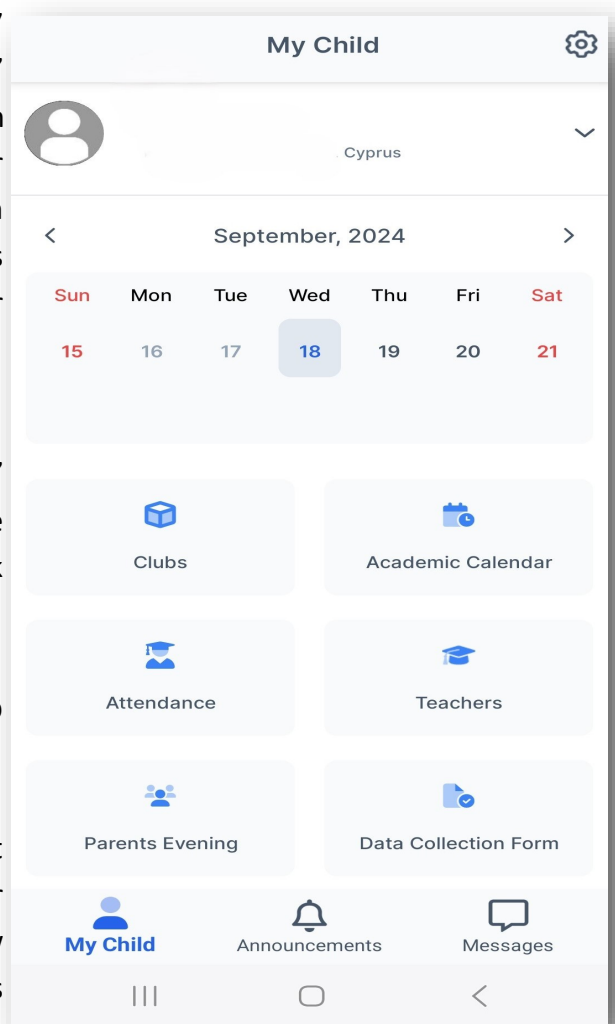
Tuesday 25th February 1430—1700 hrs

We look forward to welcoming parents of our Year 7 students into school for their upcoming Parents' Afternoon. The Parents' Afternoon will give you an opportunity, along with your child, to meet their teachers in a series of 1:1 meetings. During each meeting you will be able to reflect upon your child's progress since the start of this academic year across their curriculum.

Appointments must be made in advance of the Parents' Afternoon. Appointments can only be made through the My Child at School (MCAS) App. The appointment book will open on Monday 10th February at midday.

Please ensure you have registered to use the MCAS App in advance of Monday 10th February.

Once registered, to make your appointments, please visit the Parents Evening tab via the MCAS homepage after midday on Monday 10th February. You can then follow the prompts to make appointments for your child's teachers.



Having difficulties?

Should you encounter difficulties please email Mrs Twyford who will gladly support you in logging in for the first time and/or making an appointment. Mrs Twyford's email is Hayley.Twyford@MODSchools.org



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National Apprenticeship Week

National Apprenticeship Week encourages everyone to consider and celebrate how apprenticeships and skills help individuals develop rewarding careers, and employers to develop a workforce with future-ready skills.

NATIONAL APPRENTICESHIP WEEK 2025

Throughout the week there are a wide variety of opportunities for students and their parents to explore the wide variety of apprenticeships opportunities (including degree apprenticeships) available to young people through a series of online events.

Below lists some of the key websites that will allow you to navigate to key resources and information for students considering an apprenticeship opportunity:

[National Apprenticeship Week 2025 Website](#)

A Government website designed specifically for this year's National Apprenticeship Week. It is an excellent resource allowing students and parents opportunity to join a wide range of online events that are hosted by some of the UK's biggest employers from across the country.

[HM Government Apprenticeships Website](#)

A Government website on which employers seeking apprentices advertise apprenticeships. Updated throughout the year students and parents can search using a wide variety of parameters to identify available apprenticeships in a certain post code or industry.

[Amazing Apprenticeships Student Zone](#)

A practical website aimed at students that introduces them to young people who have embarked upon apprenticeships as well as employers. Students can search and apply for apprenticeships and explore resources to help write applications and covering letters.





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Leavers - Year 7 to 12

Sadly this academic year will see a significant number of students leave St John's School. We are aware that a number of you are starting to receive details of your next posting.



If you know you will be leaving us before the new academic year, please can you inform the School Office as soon as possible by completing a [Departure Form](#). This will help us ensure that your child has a smooth transition to their new school and that all the information required is prepared and ready to send across to them. This also includes children in Year 11. If you are unsure of exact dates, or currently do not have a school confirmed, please still complete the form as these details can be added at a later time.

If you have any queries regarding this, please do not hesitate to contact Mrs Parkinson on 00357 2596 3888 or alternatively you can email at Kate.Parkinson@modschools.org.

Key Stage 3 Valentine School Disco

Valentine Disco 13th February 2025



Key Stage 3 students are being offered the opportunity to attend a Valentine's School Disco on Thursday 13 February 2025 between 1800 and 2000 hrs. The event will involve a disco, games and a tuck shop.

Students can be dropped at Episkopi Primary School car park but will need to be collected from the St John's School Hall at 2000 hrs promptly unless permission has been given through the QR code below for them to make their own way home.

The Disco will cost 2 Euro for attendance and will take place in the St John's School Hall. Students can bring money to buy snacks and drinks from the tuck shop and to take part in games.

In order to confirm attendance, parents must complete the permission form via the QR code below prior to the event. This form will close on 12 February 2025.



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Monitoring Metacognition

Research by the [Education Endowment Foundation](#) has found that metacognition is key to effective pupil learning: it can add up to seven months of additional learning, and improve the outcomes of disadvantaged learners. Not only that, but it is a way for teachers to gauge how well their students understand their own learning processes and regulate their learning, so that they can support them accordingly.

The term metacognition refers to an individual's ability to plan, monitor, evaluate, and make changes to their own learning behaviours in order to confront challenges more effectively. You might have heard it defined as 'thinking about thinking', but the elements of active monitoring and modifying of thought processes make it much more than this. It is also a form of self-regulation, involving self-awareness, critical analysis skills, and the ability to problem-solve.

For students, having metacognitive skills means that they are able to recognise their own cognitive abilities, direct their own learning, evaluate their performance, understand what caused their successes or failures, and learn new strategies. It can also help them learn how to revise. This is because it optimises their basic cognitive processes, including memory, attention, activation of prior knowledge, and being able to solve or complete a task. It makes them learn more efficiently and more effectively, and so they are able to make more progress.

Staff and students at St John's School have already explored ways of planning for metacognition and the strategies that might be employed. Currently we are exploring how we can monitor student progress in lessons through metacognitive strategies.

Think about the 'Great British Bake Off'. Bakers are given a recipe to follow but often some of the process or skills required are not included. They must use their own initiative, prior learning and learned skills to fill in the gaps and ensure they complete the task. Student learning is much the same and it is important that students are able to reflect independently on each stage of and task they are tackling.

Short reflection activities during a task can really help focus minds on what is being learned and how effective the learning is.

Use Metacognition to Succeed in This Task!
Plan, Monitor, Evaluate & Regulate Your Learning!

1. Plan
Answer one before starting the task.

- What's the best way to approach this task?
- What's your plan for succeeding in this task?
- How can you learn more through this task?
- What obstacles do you anticipate? How can you best prepare to overcome them?
- How can you retain the learning from this task?
- What strategies will help me to succeed?
- What's the best way of thinking about this task?

2. Monitor
Answer one after the first few attempts.

- How is your performance in this task so far?
- Are you learning?
- Will you remember what you're learning today?
- How well is your current strategy working?
- What obstacles in this task are you facing?
- What is working well?
- Do you understand the learning so far?
- What, specifically, don't you yet understand?

3. Evaluate

Assess your learning strategy & thinking!
Choose one question from above

- What worked and what didn't?
- What were the biggest obstacles?
- What were the strengths of your work?
- What were the weaknesses of your work?
- How much have you actually learned?
- What helped you to succeed in this task?
- How could you improve performance?
- What obstacles didn't you overcome?
- How efficient was your strategy?

4. Regulate

Suggest changes to your approach...
Choose one question from above

- How could you improve?
- What approach might be better?
- What should you do different next time?
- How could you learn more from such tasks?
- How could you improve your efficiency?
- What should you do differently?
- How can you defeat the obstacles faced?
- What's a better way of thinking about this?
- What targets would help you to improve?

A more effective way to approach this task moving forward is to...

Fill & Glue this section neatly into your exercise book!



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Monitoring Metacognition cont...

Students can also really improve their work by asking themselves a series of questions when and if they think they are finished.

Finished Early!?
Use the following metacognitive questions to enhance your work and secure your learning!

METACOGNITION
means thinking deeply about thought itself!

- How can I add more depth to my work?
- What would I do differently next time?
- How can I make sure I remember what I learned?
- How can I improve the work I produced?
- How can I add more analysis & evaluation to my work?
- What are the practical applications of this learning?
- How can I connect this learning to prior learning?
- How can I connect this learning to other subjects?
- What related topics would be interesting to research?
- What questions can I raise based on that learning?
- What was the most difficult thing to understand?
- Are there any points I'm not completely clear on?
- What philosophical questions are raised by this topic?
- What are the most important points to remember?
- What exam questions might arise that relate to this?



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Supporting ALL to Thrive

OXFORD
BROOKES
UNIVERSITY

RESEARCH OPPORTUNITY

We are seeking families with children who have special educational needs, disabilities, additional learning needs, or support needs.



An online survey investigating educational experiences of school-age children with additional needs.



The survey should take between 10 and 25 minutes, depending on your circumstances.



The survey closes on 14th February 2025.

Parents or carers of a child aged 4-18 with additional needs in UK education or in MOD schools overseas are eligible to take part.



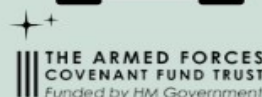
This survey is part of a larger study focusing on children in Armed Forces families, but it's open to ALL families with children who need additional support.

✉ clairelee@brookes.ac.uk

🌐 <https://sattproject.org.uk/>

☎ 01865 603398

SCAN ME



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St John's School Writers

Year 10 have been consolidating their study of 'A Christmas Carol' through an extended essay question on the topic of greed. The following essay is an excellent example of thorough engagement with the novella and Dickens' intentions. Well done Heidi!

Dickens uses the allegorical novella of 'A Christmas Carol' to ~~discuss~~ ^{depict} discrimination and prejudice against the lower classes. Scrooge is the protagonist of the novella who acts as a stereotype for the upper class in Victorian society. The novella itself was purposefully priced higher so only those with wealth could purchase it and seek redemption as Scrooge does by the end of the novella. ~~which~~ ~~is~~.

Beginning with the extract, Scrooge's greed is shown by ~~his~~ his attitude towards Belle compared to money. Belle is his fiancee and this part of the text depicts an argument they are included in. Belle claims that a 'golden' idol has 'displaced' her when referring to Scrooge's change. The adjective 'golden' metaphorically means money which Scrooge is desperate to own. By calling money Scrooge's 'idol', Dickens suggests that Scrooge has an obsession and greed for wealth so much that he worships it. During his task to secure wealth Scrooge has lost sight of the true meaning in life which is shown through the 'fog and mist' in stave 1 that obscures his vision and doesn't allow him to see clearly through his sins. He has 'displaced' Belle with gold which means that greed has overridden his love for Belle. Belle continues saying that their 'contract' is an 'old one' that was made when they were both 'poor and content to be so'. Referring to their relationship together as a 'contract' Dickens suggests that it ~~was~~ ~~should~~ ~~be~~ ~~have~~ ~~lasted~~ ~~for~~ ~~a~~ ~~very~~ ~~long~~ ~~time~~ and had the opportunity to if Scrooge hadn't or ruined it. This also links to money as though Scrooge always had it in his mind that he would desire wealth. Belle also claims that they were 'both poor'



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St John's School Writers cont...

Further back in their lives. This demonstrates that Scrooge understands what being in poverty looks like yet still he refuses to acknowledge the 'surplus' population in Stave 1: Dickens is trying to show readers that he hasn't always been a cruel character but events of greed and war have shaped him into the man he now is. ~~scrooge~~

In Stave 1 of the novella, Dickens introduces the character of Scrooge to readers and describes him as a misanthropist. A misanthropist is literally someone who doesn't like the company of others which is shown when the Carol Singer arrives at his door. Scrooge 'seized' the ruler out of the boys hand frightening the child away. This is quite a violent verb to use showing the anger Scrooge possesses in life. Scrooge is described to also be a 'covetous, old sinner'. 'Covetous' literally means the desire to own material things like money and creates an impression early on that Scrooge's greed is a crucial aspect of his personality. Referring to him as a 'sinner' also presents him as an extremely bad person in Victorian society. The novella is Christian and those who sin in the ~~the~~ Christian religion must ask God for forgiveness and change their ways if they wish to be redeemed. This means that Scrooge must stop his obsession with money in order to move on with his life. This creates an atmosphere of tension as readers are unsure about whether he will change or not.

In Stave 3 of the novella, the Ghost of Christmas Present (GCP) guides Scrooge through the Christmas's that are happening at that moment in time and the affect Scrooge's actions have on others. At the end



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St John's School Writers cont...

Of the stave Dickens presents two characters of 'Ignorance' and 'Want'. These characters resemble the most deprived children with feet that look more like a 'claw' due to the lack of nutrients they have access to. They are metaphorically named and are an allegory for the most extreme form of poverty in the Victorian era. The ghost shows these children to Scrooge that 'cling' to the outside of his 'garment'. Dickens presents the children as desperate to hold on to the present moment as they have nothing else to grasp onto. The ghost tells Scrooge to 'beware' of the 'boy' the most because 'on his brow I see what's written is DOOM'. These two characters are a vital stage in the novella where readers notice a slight shift in Scrooge's personality as he sympathises for the children. They are described as children to symbolise innocence. The GCSE describes the words on 'Want's' head as 'DOOM' which shows that if Scrooge and other upper class aristocrats in society don't change their actions then the whole society is destined to fail. Dickens implies this as he was a part of social reform and aims to show those in a position of wealth to help those suffering with poverty. 'Want' himself is a metaphor for the greed Scrooge has and shows that the fate of these children and others lies indirectly in Scrooge's hands.

In stave 5 of the novella, we are shown that Scrooge is in fact redeemed. His ways of greed are banished and he is depicted as a philanthropist. He asks a boy to fetch him the 'prize turkey' in



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St John's School Writers cont...

order to be delivered to the Cratchit family. Turkey was extremely expensive and the most common food to be eaten was goose on Christmas day. However, Scrooge is demonstrating his transformation in this stage and is willing to part ways with his money to benefit others. Upon seeing the 'charity collectors' Scrooge once again parts with his money to donate to the poor. Dickens has purposefully demonstrated that even the most miserly members of society have the ability to ~~be free~~ seek redemption. Scrooge is a kind, benevolent and charitable man by stage 5 who seeks to help others which all upper class society members should aim to be.

To conclude, Dickens presents the effect of greed on Scrooge throughout the whole of the novella depicting him in several different ways whilst he aims to be redeemed by stage 5. Although his greed is evident Scrooge still changes his destiny and becomes a pleasant character. This shows the moral of 'A Christmas Carol' that anyone has the ability to be freed from their sins if they are willing to view the more important aspects in life instead of wealth and power.