SECONDARY NEWSLETTER

16TH OCTOBER 2026

Dear BSL Community,

Eight weeks into the school year, and what a busy start it has been! As we reach the half-term break, it is an opportunity to reflect not only on what we have achieved, but also on how our students are learning, growing in confidence and taking greater responsibility for themselves and others.

One of the most encouraging developments has been the strengthening of links between Primary and Secondary. Older students are taking on a much greater role in leading and supporting ASEPs, developing their communication, organisation and leadership skills. A recent graduate has been working alongside Learning Support to enhance French language support in Primary classes, while upper Primary students joined Secondary for the first time to vote in the Head Student elections. Each of these experiences encourages students to recognise the contribution they can make to our wider school community.

There is plenty to look forward to after the holidays! Our single school production will bring Primary and Secondary students together, while International Weekend on 13 and 14 November will provide opportunities to explore and share the cultures represented at BSL. Planning for our international trips to Kenya and France, and the International Model United Nations Conference that BSL will host are progressing rapidly. Our Duke of Edinburgh's International Award Bronze and Silver students have been developing their first aid, navigation and cooking skills in preparation for their expeditions. These experiences offer opportunities to learn through collaboration, problem-solving and stepping outside familiar routines.

Academically, the pace is increasing too. With approximately 20 school weeks remaining before the final examination sessions begin, Years 11 and 13 are increasingly focused on assessments, coursework and examination preparation. Years 10 and 12 have been reflecting on their progress, identifying what is working and adapting their study habits to meet the demands of IGCSE and IBDP learning. Developing the ability to recognise mistakes, respond to feedback and make meaningful changes is an important part of becoming an independent learner. We have also seen the first university application for September 2027 entry completed!

As our student body grows and changes, so must the ways in which we support learning. Our new, fully staffed and resourced English Language Bridging Programme is helping students from upper Primary through to Year 11 develop the language skills and confidence needed to participate fully in lessons. Learning Support continues to provide academic, behavioural and learning skills support, while Secondary leaders and teachers are reviewing and adapting classroom practice to better challenge and support our students.

SECONDARY NEWSLETTER

16TH OCTOBER 2026

It has been a pleasure working with so many parents this half term, and we look forward to strengthening these relationships further through our Year Group Parent Representatives. There is a great deal to celebrate from this half term and we thank you for your continued involvement and support, and wish everyone a productive, restful and enjoyable half-term break.

After celebrating achievements in the Primary Section a few weeks ago, this week's newsletter is a special celebration of the Secondary Section. We hope you enjoy reading!

Warm regards,

Francis E. Anquandah
Deputy Head: Academic

Jane Snell
Deputy Head: Student Development,
IB Diploma Coordinator

Upcoming dates:

26th October - School reopens
29th October - Open House
30th October - Wear Pink and White Day for cancer awareness and Year 12 bake sale after school.



2-6th November - DoE International Award Silver practice and assessed Expeditions (years 11-13).
9-14th November - Global Citizenship Week ending with International Weekend on the 13-14th.
16-28th November - DELF examinations (various dates, see communication from MFL)

Key Dates

Here is our **Key Dates Calendar for 2026-2027.** Please save the dates for key events in your schedule!

OPEN HOUSE

Visit us on Thursday 29th October 2026 from 08:15 to 11:30 for our BSL OPEN HOUSE.

Whether you are an existing parent or family member, a prospective parent or an interested member of the local community, our classroom doors will be open!





	Workshops	Tours
08:15		Registration, Tours and Classroom Visits Begin
09:30	Parent Workshop 1 - How To Keep Your Child Safe Online	Registration, Tours and Classroom Visits
10:10	Activities and refreshments during morning break	
10:40	Parent Workshop 2: Supporting Home Learning	Registration, Tours and Classroom Visits
11:30	End of Schedule	

It would help us to manage the day effectively if you could please register your expected attendance in advance, using our **Open House Registration Link**, or by emailing **contact@bsl.tg.**

We very much hope to see you on the day.

With best wishes,

The BSL Leadership Team



COMMUNITY

SOCIAL RESPONSIBILITY - A NEW SERVICE PROJECT WITH HÄLSA INTERNATIONAL

The DofE Bronze group at the British School of Lomé has launched a volunteering initiative in partnership with Hälsa International Togo, a humanitarian, non-profit organisation working to improve the health, education, social well-being, and protection of vulnerable children and young people.

Its work includes literacy and educational support, creative and cultural activities, access to healthcare, child protection, family reintegration, and initiatives that help young people develop skills and build a more secure future.

Every Friday, once a month , children from the streets of Kodjoviakopé will visit BSL to participate in educational and recreational activities alongside our students. The first session was filled with laughter, teamwork, and meaningful connections, with both BSL students and visiting children enjoying the activities.

Through this initiative, our DofE students are developing empathy, leadership, and social responsibility while making a positive difference in their community. This partnership reflects BSL's commitment to service, inclusion, and learning beyond the classroom.

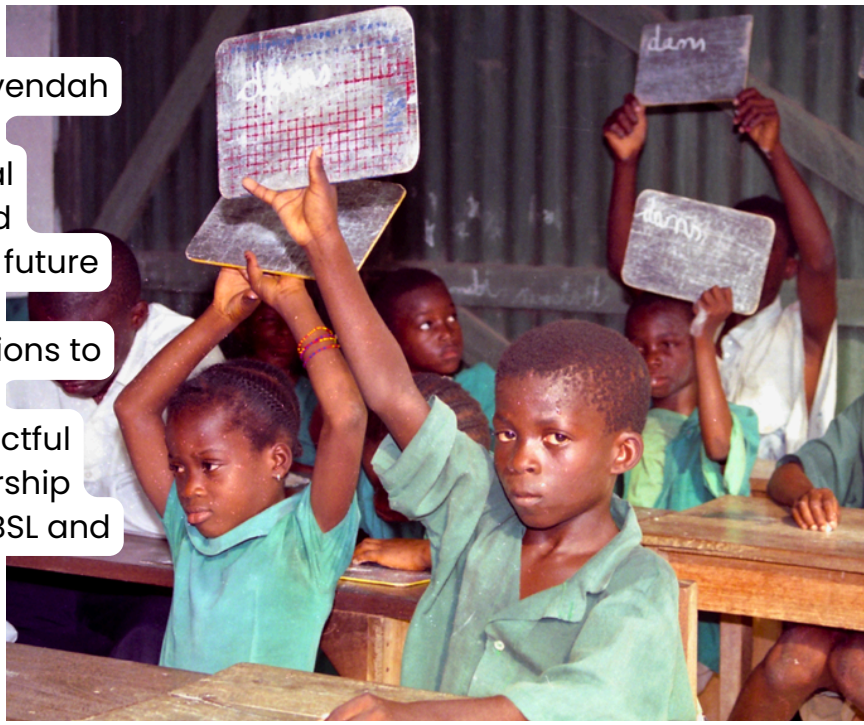






COMMUNITY

SOCIAL RESPONSIBILITY - LONG-TERM SERVICE PROJECT WITH VIVENDA SCHOOL FOR THE HEARING IMPAIRED



For nearly 20 years, BSL has supported Vivendah School for the Hearing Impaired. This has included raising funds to cover the annual school licence, installing a toilet block and electricity, raising the roof to allow for the future installation of fans and computers, and connecting local and overseas organisations to provide additional support and teaching resources. However, by far the most impactful aspect of this social responsibility partnership has been the weekly activities hosted at BSL and led by our Year 12 IBDP students.







Week in, week out, our students plan and lead activities involving local artists, teaching staff, students from other year groups and 15 Vivendah students each time. Together, they learn from one another, develop new skills and confidence, build friendships and, perhaps most importantly, recognise just how much they have to offer each other. Over the years, this partnership has become much more than an act of social responsibility; it is a valued part of both school communities.

COMMUNITY



SOCIAL RESPONSIBILITY - LONG-TERM SERVICE PROJECT WITH VIVENDA SCHOOL FOR THE HEARING IMPAIRED

The following are just a small selection of the regular reflections that BSL students have recorded on their experiences.

"The first day we met with the kids and had a short introduction. Engaging in a service project that involved meeting with deaf children and learning sign language proved to be a profoundly enriching experience, both in terms of personal growth and fostering a deeper understanding of the importance of inclusivity. As I interacted with the deaf kids, I initially felt a sense of trepidation, unsure of how to navigate the communication barrier. However, their warmth and eagerness to share their world quickly dissolved any reservations. Learning sign language became a two-way street of communication and camaraderie. The children patiently taught us basic signs, like "good morning" and "how are you", breaking down the linguistic barriers that often separate the hearing and non-hearing worlds. The shared laughter and smiles transcended spoken words, creating a unique form of connection that extended beyond traditional modes of communication.

Witnessing the children's resilience and determination was truly inspiring. Their ability to navigate a world predominantly designed for the hearing population underscored the importance of creating inclusive spaces. It became clear that the service of learning sign language was not just about acquiring a new skill but about fostering an environment where everyone, regardless of their abilities, can participate fully and feel valued.

We also heard about their financial situation at their school from equipment, to staff, to 50k fees and it raised a deep sense of compassion within me. It made me reflect on how privileged I am and made me feel more grateful for what I have."







COMMUNITY



SOCIAL RESPONSIBILITY - LONG-TERM SERVICE PROJECT WITH VIVENDA SCHOOL FOR THE HEARING IMPAIRED

The following are just a small selection of the regular reflections that BSL students have recorded on their experiences.

"Before the session, I honestly thought learning sign language would be easy. I thought it would just be simple hand movements that we could quickly understand. I didn't realize it would actually require focus, repetition, and memory. Later, I tried asking (the students) their names and ages in sign language. I was not fully confident, but I still tried my best to communicate with them. I realized that even though you are not perfect, making an effort is what matters more."

"I didn't know that there were different sign LANGUAGES, that an American and a British signer didn't 'speak' the same. I still don't quite understand how American sign language becomes French sign language and I wonder if one of the Vivenda kids went to America, would they instantly be able to communicate with another deaf person? I find it so sad that some of the children are 10 and only just learning to sign. How did they talk to their families before this? Can their families talk to them or are they only able to talk to people at school? I can't imagine having ideas, frustrations, emotions, dreams in my head and not being able to communicate them with someone until I was that old. It makes me feel humble for thinking my life was challenging."

"The experience of doing jigsaws together deepened my understanding of the impact that simple, inclusive activities can have in fostering a sense of community. It highlighted the importance of providing opportunities for every individual, regardless of their abilities, to participate and contribute meaningfully. The puzzle-solving session was more than a service activity; it was a shared moment of joy, collaboration, and mutual understanding. It reaffirmed my commitment to promoting inclusivity and creating spaces where everyone feels valued and capable of making meaningful contributions. It frustrated me because I couldn't find the last piece of my section..."





SOCIAL RESPONSIBILITY – PERSONAL CHALLENGE WITH A GLOBAL IMPACT

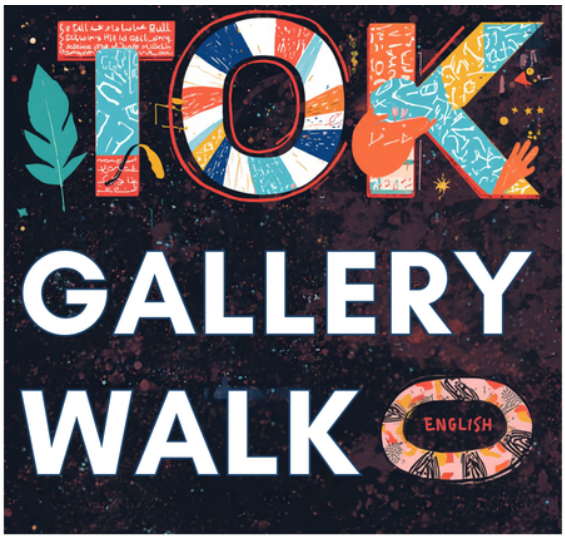
Earlier this term BSL was honoured to be part of a Guiness World Record attempt by a Year 10 aged student from India. His ambition is to be the youngest person to visit every country in the world. To offset his carbon emissions he has set the goal to plant trees in each location, and donate books to support education. He amazed students with his determination, and ability to balance studying with traveling.



THEORY OF KNOWLEDGE

TOK GALLERY WALK: SPOTTING MISCONCEPTIONS

Year 13 TOK students took part in a gallery walk to revisit the six prescribed essay titles for the May 2027 examination. Building on their previous unpacking of the titles, students identified possible misconceptions or “traps” in how each question could be interpreted. The activity encouraged critical thinking about key terms, assumptions and Areas of Knowledge before students begin deeper exploration and research into the titles.











ENGLISH

SUSTAINABILITY THROUGH LANGUAGE, REFLECTION AND ACTION

During Sustainability Week, IB English B and IGCSE ESL students explored sustainability through communication, reflection and action. IB students connected their learning to CAS, considering how ideas from lessons could lead to meaningful action within the school and wider community. They later extended these connections through TOK concepts such as **values, culture, perspectives and responsibility**, and reflected on how sustainability-related ideas connected to their own Extended Essays.

IGCSE ESL students focused on the 3Rs – Responsibility, Respect and Reflection – and presented their ideas on sustainable lifestyles. Year 11 students also took part in a Harkness Discussion, a new approach for the class, where they used evidence, listened to different viewpoints and worked collaboratively to propose solutions to issues linked to sustainable living.











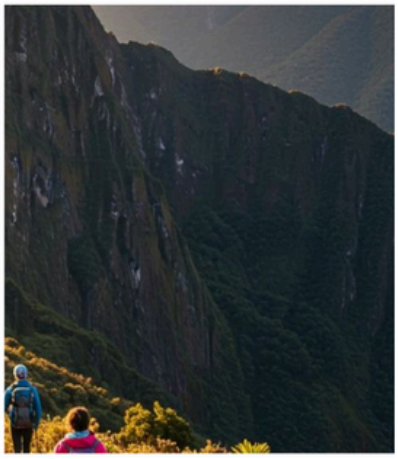
Student work.
Nora Year 13

BRITISH SCHOOL OF LOMÉ SUSTAINABILITY WEEK | 2027

REGENERATIVE STUDENT TRAVEL

LEAVING PLACES BETTER THAN WE FOUND THEM

SUSTAINABILITY AS A STANDARD FOR EVERYDAY LIVING THROUGH CONSCIOUS CHOICES AND RESPONSIBLE ACTION



Travel is one of the best ways to learn, but normal tourism often hurts the places we visit by overcrowding them and creating tons of trash.

It is time to upgrade our trips by practicing **regenerative travel**—the idea that instead of just trying to "do less harm," our presence should actually help a place heal and grow stronger.



MAKING CONSCIOUS CHOICES IN EVERYDAY LIFE CREATES LASTING IMPACT

Think about it for your next family vacation or school field trip: instead of sitting on a tour bus buying plastic souvenirs, students can choose trips where they actively help the local community.

This can be as simple as eating at a family-owned "mom-and-pop" restaurant so your money stays local, or rolling up your sleeves to plant native trees and clear hiking trails. In fact, an incredible **69% of global travelers** now state they want to leave the places they visit in better condition than they found them. When schools design field trips that focus on giving back, students stop being simple tourists and become true global citizens who make a positive, lasting impact.

LIVING CONSCIOUSLY MEANS CHOOSING ACTIONS THAT RESPECT NATURE AND SUPPORT A BALANCED FUTURE.



ACTIONS THAT SHAPE A BETTER TOMORROW

WORKS CITED ENTRIES:

I-DEST."WHATDID WE LEARN FROM 2025? SUSTAINABLE TOURISM TRENDS THAT WILL DEFINE 2026." I-DEST, 2026, WWW.I-DEST.COM/EN/NEWS/WHAT-HAVE-WE-LEARNED- FROM-2025-SUSTAINABLE-TOURISM-TRENDS-THAT-WILL-DEFINE-2026. ACCESSED 25 SEPT. 2026.

WILLAMETTE VALLEY. "WHAT IS REGENERATIVE TRAVEL?" THE WILLAMETTE VALLEY, 2023, WWW.WILLAMETTEVALLEY.ORG/WHAT-IS-REGENERATIVE-TRAVEL. ACCESSED 25 SEPT. 2026.

ENGLISH

Student work.
Yasmine Year 13

From Charity to Sustainability



Folorunsho Alakija helps people in different ways.

She gives some people short–term help, like healthcare and housing.

But she also helps people for the longterm. She gives women training and helps them with small businesses.

- *Real-Life Example:*

Her foundation has a program called ROSF (Rose of Sharon Foundation).

It helps women, especially widows, learn skills and start small businesses.

- *From Service to Purpose:*

CAS → Skills → Experience → Future Career → Impact

This relates with my CAS activity, where I help kids with cooking.

Student work.
Djibril Year 13

Philanthropy & Sustainability: Investing in a Sustainable Future

Aliko Dangote is also known for his philanthropic work and contributions to social development. Through the Aliko Dangote Foundation, he has supported important areas such as healthcare, education, nutrition, and community development. These initiatives are connected to the social dimension of sustainability because they aim to improve people's well-being and strengthen communities for both present and future generations. By supporting healthcare and nutrition, his philanthropic efforts can contribute to healthier and more resilient communities, while investment in education can provide people with the knowledge and skills needed to create better opportunities and support long-term development. His support for community development also addresses social needs and can help strengthen communities' ability to respond to future challenges. This demonstrates that sustainability is not only about protecting the environment but also about promoting social well-being, creating opportunities, and building resilient communities. Overall, Dangote's philanthropic work illustrates how philanthropy and social responsibility can contribute to sustainable development and create lasting benefits for individuals, communities, and future generations.

"I believe that the more you have, the more you should give back to society."

— Aliko Dangote



ENGLISH B YEAR 13 TOPIC:SHARING THE PLANET

SCIENCE

Physics and Biology Year 13 Internal Assessment

Year 13 Physicists and Biologists have been working on their individual Internal Assessments (IA) during this half term.

The Internal Assessment is an integral part of the course and is compulsory for both SL and HL learners. It enables learners to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. It will contribute 20% to a learner's overall grade in IBDP Physics. Each learner has created their own research question to investigate.

The Physicists have completed their first drafts already and the Biologists will be submitting their first drafts at the end of October. Following these submissions, the learners will be given feedback in order to improve the IA before the final submission in November.



Examples of Physics research questions are:

PHYSICS RESEARCH INVESTIGATION

"HOW DOES THE CONCENTRATION OF GLYCEROL AFFECT THE SPECIFIC HEAT CAPACITY OF THE SOLUTION?"

PHYSICS RESEARCH INVESTIGATION

"HOW THE TENSION IN A GUITAR STRING AFFECTS THE DOMINANT FREQUENCY?"

Examples of Biology research questions are:



BIOLOGY RESEARCH INVESTIGATION

"DOES INCREASING THE CONCENTRATION OF ETHANOIC ACID ADDED TO FULL FAT COW'S MILK (BOS TAURUS) INCREASE ITS VISCOSITY?"

BIOLOGY RESEARCH INVESTIGATION

"DOES AN INCREASE IN THE CONCENTRATION OF CAFFEINE, REPRESENTED BY %W/V OF ARABICA COFFEE, INCREASE THE MEAN RADICAL LENGTH OF MUNG BEANS(VIGNA RADIATA) AFTER INCUBATING FOR 3 DAYS?"

Your Voice Matters: My MUN Journey.

A Personal Narrative of Model United Nations Engagement

Have you ever wanted to speak up but felt too nervous?

That was me before joining MUN.

My name is Ndey Ana Janneh. I am in Year 10 and I am the Secretary-General of BSL Model United Nations (BSLMUN). My role is to lead our activities, support delegates, and help students feel confident sharing their ideas.

I joined MUN about six months ago as a delegate and eventually became Secretary-General. It wasn't always easy. I struggled with asking and answering Points of Information (POIs) and sometimes felt like giving up. But I realized MUN was my chance to shine. I'd always felt like I was in other people's shadows, and I wanted to finally find my own voice.

MUN has taught me that it's more than just debating. It's about building confidence, making friends, understanding different perspectives, and developing leadership and teamwork skills.

If you're thinking about joining but feel nervous, don't let that stop you. Everyone starts somewhere, and you don't need to be a perfect speaker.

I'm also excited to announce that this upcoming **January, BSLMUN will be hosting its very own international conference!** Students from different schools will come together to debate global issues, share ideas, and build friendships.

I encourage students to join and parents to support their children. You never know what you're capable of until you try.

Your ideas matter. Your opinions matter. Your voice matters.

I found my voice through MUN, and maybe you can find yours too.

For inquiries, contact mun@bsl.tg.



CREATIVE ARTS

MUSIC ON THE GRASS – 8TH OCTOBER

Music on the Grass took place on 8th October and provided students with a wonderful opportunity to showcase their musical talents, creativity, and confidence in an enjoyable outdoor setting. The event featured a variety of performances, including violin, guitar, and piano, as well as singing, creating a lively atmosphere that celebrated music and student achievement.

A particular highlight of the event was the impressive performance by the IGCSE Music students on the guitar. Having received only three weeks of guitar lessons, the students demonstrated remarkable progress, enthusiasm, and confidence in their playing. Their ability to perform successfully within such a short period was a testament to their commitment, willingness to learn, and developing instrumental skills. Their performance was especially encouraging and demonstrated how focused practice, effective teaching, and students' determination can lead to meaningful musical progress in a short time.

The event also provided valuable performance experience, allowing students to develop their stage presence, overcome performance anxiety, and gain confidence in sharing their musical abilities with an audience. It encouraged students across different year groups to appreciate one another's talents and recognize the importance of practice, perseverance, and creativity in musical development.

Overall, Music on the Grass was a successful and rewarding event that celebrated students' musical achievements and strengthened the school's music culture. The outstanding progress demonstrated by the IGCSE Music students on the guitar was particularly noteworthy and highlighted the value of practical music-making as an essential part of their musical education.









LANGUAGES

L'ENGAGEMENT SOCIAL

Debate: What can you PROVIDE to people in terms of competence and qualities, and in return, what do learners gain when helping others?

In class, we discussed the subtopic, l'engagement social et l'appartenance à une association bénévole" (social engagement and the fact of being a member of a humanitarian association) and here are the statements of learners:



Link to article
https://www.google.com/search?q=I%27engagement+social+image&rlz=1C1GCEU_enTG1234TG1234&oq=I%27engagement+social+image&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigATIHCAMQIRiPAtIBCTEwNjIyajBqN6gCALACAA&sourceid=chrome&source=chrome.ob&ie=UTF-8&sec_src=docs&safe=active&ssui=on#sv=CAMSOhoyKhBILWN1V0c5Rkh3eFdaaGhNMg5jdVdHOUZld3hXWmhoTToOcWI5SmpPMlVNVzctV00gBDgAUAUYByC4IO-hDzoASggQAhgBIAIoAQ

WHAT CAN WE BRING TO OTHER PEOPLE?

CHARITY BY GIVING MONEY TO THE POOR.

SHARING ORDINARY CULINARY AND TEACHING SKILLS.

SHARING SINGING AND COOKING SKILLS

WE FEEL HAPPIER

WHAT DO WE GAIN IN RETURN?

WITH A LOT OF JOY

We also discussed and were involved in critical thinking when debating about:
Can we be kind without ulterior motives?

Most students believed that people can be kind without expecting something in return.

Enjoy this caring mindset!

LEARNING SUPPORT

Learning Support Department

At the British School of Lomé (BSL), we recognise that academic growth has challenges along the way. Encountering academic hurdles is a normal part of every student's learning journey. These hurdles can stem from a variety of factors, including adapting to English language fluency, bridging specific subject-knowledge gaps, or navigating home, environmental, and cultural transitions. As we approach the upcoming half-term break in Term One, our team is spending time reviewing some students' academic profiles.

Our priority is to ensure every child is placed on an educational pathway that suits their individual learning needs, providing them with the support, stretch, and environment required to demonstrate their full potential.



A key element of this process is early identification and intervention. It is particularly encouraging that our teaching staff have identified and referred students during this crucial first term. By making these assessments before the half-term mark, we can refine learning pathways early in the academic year and improve outcomes for the months ahead.

However, these adjustments are never made in isolation. Parents are partners in their child's educational journey. Before any formal adjustments or pathway changes are implemented, we prioritise open consultation with families. Meetings between school staff and parents provide a vital forum to discuss appropriate support strategies - both in the classroom and at home - and to establish aligned expectations. When home and school work in close harmony with shared goals, our students consistently make better academic and personal progress.



LEARNING SUPPORT

To broaden our institutional capabilities, BSL is actively cultivating partnerships with local educational institutions. We recently collaborated with the Education Department at the University of Lomé to identify talented graduates for short-term professional internships.

Through this initiative, we were delighted to welcome **Mr. Oumar Foruk** to our team during May and June. Mr. Foruk made an immediate impression with his understanding of educational principles, his specialised knowledge of learning support, and his patient approach with students. We were so impressed with his contribution that, in August, we recommended him as a Learning Assistant. Following this success, we look forward to expanding our collaborative work with the University of Lomé in the future.



For students requiring tailored academic frameworks, we continue to develop educational pathways through Individual Education Programmes (IEPs). Our support teams regularly meet with parents, subject teachers, and specialised educational staff to review these personalised plans. This collaborative review process ensures that each IEP remains updated, sufficiently challenging, and holistic - nurturing not only the student's academic achievements, but also their social and emotional well-being.

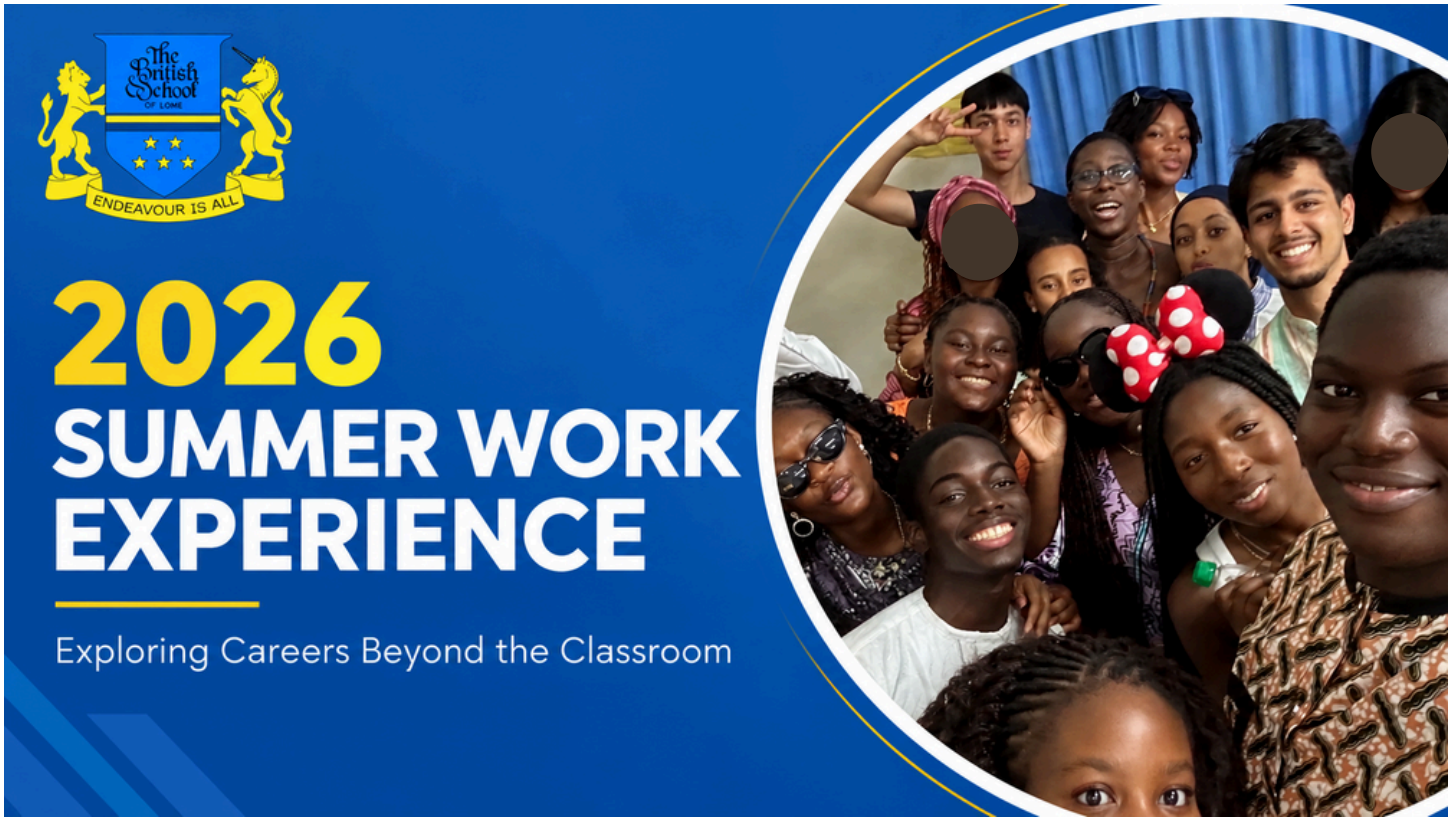
Along with these pupil-centred initiatives is our commitment to continuous professional development across all levels of our educational team. We have established an after-school training curriculum specifically designed for our support staff, including Learning Support Assistants, Teaching Assistants, and Associate Teachers. Led by experienced in-house specialists, this practical training series has already covered critical areas such as Restorative Practices, Supporting Students on the Autism Spectrum, and Phonics. Running continuously through until late April 2027, the programme has received positive feedback. Because these sessions are tailored specifically to the unique day-to-day role of support staff, participants are able to share insights, discuss real classroom scenarios, and collaborate effectively with peers who understand their day-to-day responsibilities.



CAREERS BEYOND THE CLASSROOM

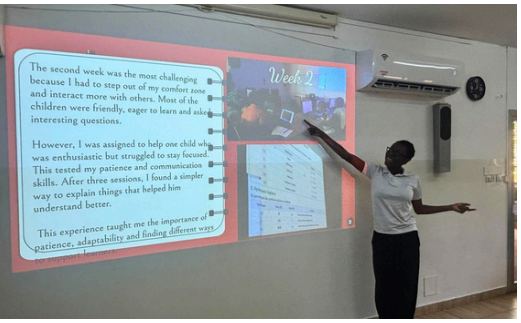
Year 13 Explores Careers Beyond the Classroom

Students reflect on their 2026 summer work experience and share insights from the professional world.



Our Year 13 students presented their experiences from their summer work experience, bringing a glimpse of working life into the classroom.

The presentations allowed students to reflect on their placements, share what they had learned and consider how these experiences might shape their future career choices. For their classmates, it was a chance to discover different career paths through the experiences of their peers.



Supporting young learners.



Clothing retail experience in India.



Management and public procurement.

By connecting classroom learning with real-world experience, the students gained valuable insights to help inform their future university and career choices. We commend them for their preparation and enthusiasm, and thank the staff and tutors who supported the presentations.