

Holyrood Secondary Teaching and Learning Newsletter

Issue 11 - May 2022



Welcome

The aim of our newsletter is to share Teaching & Learning news & ideas from across the school. We hope you will find the ideas useful. Please email all submissions to Miss Callan, PT T&L, gw09callansuzanne@glow.sch.uk. Teams code **12828nq**

Follow us on Twitter

You can find more examples of learning and teaching ideas on our twitter. You can find us @HolyroodTeachi1.

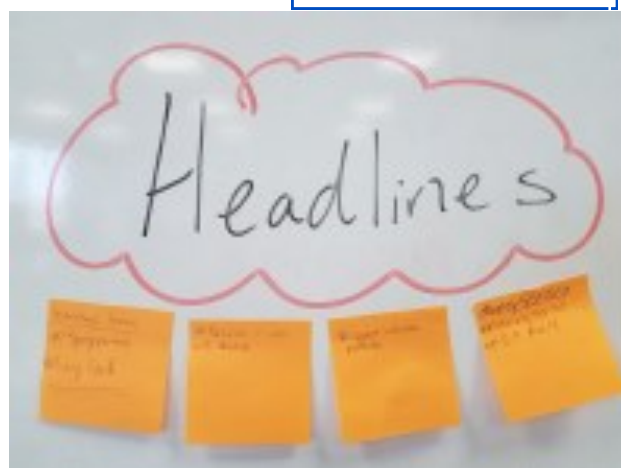


Upcoming TLCs

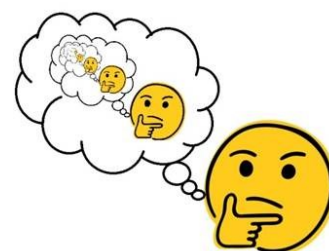
TLCs will meet again on 16th Aug 22.

Making Thinking Visible

Miss Callan's Science class have been using the "**Headlines**" strategy as a plenary/starter. Pupils were asked to come up with a newspaper headline which sums up the lesson. This was updated to "hashtags" for those social media savvy pupils! Pupils then shared their ideas with a partner before placing it on a post it note on the board for the teacher to correct any misconceptions.



Mr Morrison's S2 science class are using the "**I used to think...now I think**" routine to reflect on how their thinking has changed over time. Pupils are asked what they think about electricity at the start of the topic and then at the end to find out what they have learned.



In Music, classes used the "**See, Think, Wonder**" routine to examine a performance of musicians at COP 26. Pupils were first asked what they could see/hear, then to think about what those aspects meant and finally if any of those things made them wonder something. Pupils were able to pick out instruments/clothing/flags from around the world and wonder how these could be used to achieve social unity.



In Art, they have been using the “**Chalk Talk**” Routine. This is good for introducing and exploring ideas. Pupils were given an series of images and asked to note down any observations/ thoughts etc. Pupils then moved around the room to another image and wrote comments on the others ideas.



What is it? Describe – scale, colour, materials
Where is it? Inside / outside, town centre, rural?
What do you think it is about?
What is the story behind this?

Cooperative Learning

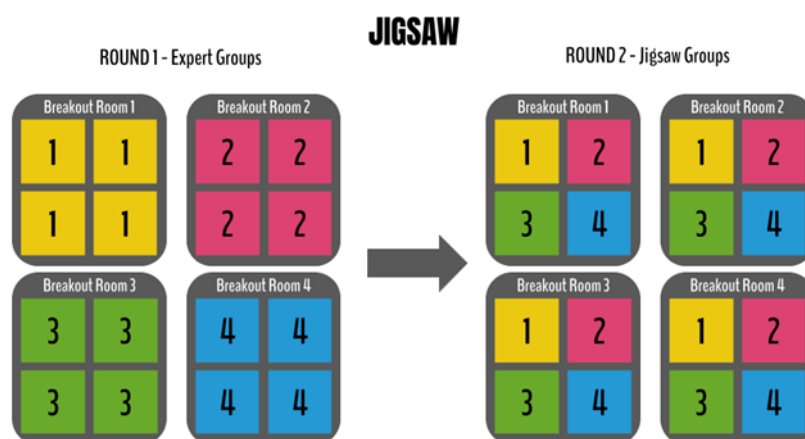
Pupils in Mr Gallagher’s Science class have been using a “**Four corners**” activity. Information cards on the conditions necessary to support life on another planet are posted in the four corners of the room. One member from each group will then read one of the cards to assimilate the information before returning to the group and sharing the learning. The group can then build a collective mind map so that understanding can be formatively assessed.



Mr Melone’s Physics class completed a project on Issac Newton using the “**Jigsaw**” technique. Students were split into groups with each member of the group given a different assignment. One member was responsible for researching Newton’s personal life; while another member was in charge of researching other great scientists of the time; another member is responsible for his contribution to science; and the last member is responsible for studying how Newton still influences the modern world.

Once students had their assignment they begin their research. Each member of the jigsaw group met up with another member from another group that is researching their exact topic to swap ideas/ information.

Pupils then returned to their original group and each "expert" taught the rest of their group everything that they learned.

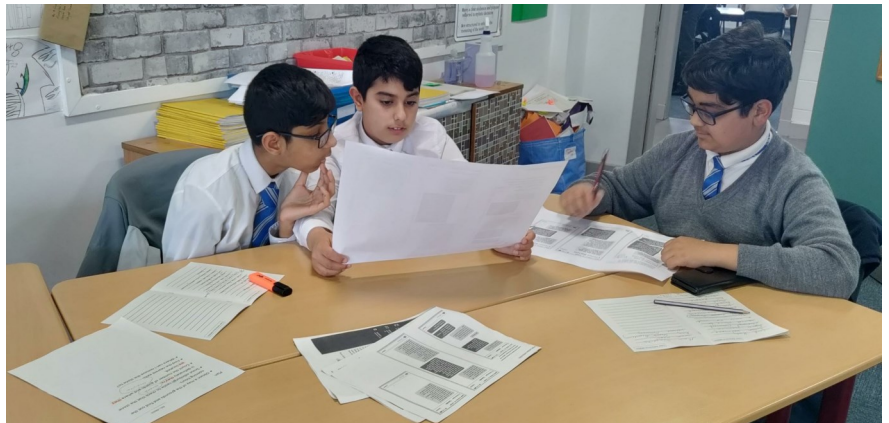


Cooperative Learning

A group of S2 pupils (called the L'estintore) worked on a 12 weeks STEM project. The project was based on designing a future proof building. Pupils presented their project in the Celebration Ceremony to judges and have successfully achieved their Bronze Award accreditation as well as Young Stem Leader Award.



On Thursday, May 26th S2s had a full day of literacy learning! They used their reading, writing, talking and listening skills to solve a mystery. Cross-curricular staff delivered the program and worked with pupils to enhance their skills in a fun and novel way!






Mr MacDiarmid's Physics class have been revising using a Relay Race.

Setup: Five questions are printed on separate pieces of paper and laid out in order from the back of the classroom to the front. The answer to the first question is needed to answer the second and so on. The class are split into groups of 5 and asked to number each member from 1 to 5, their number is the question that they must lead or scribe for, meaning that everyone is required to take part.

During: All groups start the first question at the same time and can only move onto the next question once they have solved the previous one. The first to make it to the end with the correct answer wins, however, runner up prizes keep the rest of the groups going. If a group reaches the end with the incorrect answer, they must return to the beginning to find and correct their mistake. This part of the activity further encourages the pupils to debate their thought processes and come to an agreed conclusion. As the activity progresses the pupils are motivated to work effectively together as they see other groups getting ahead, falling behind or having to start again.

After: After the relay race each group can be nominated to go over the solution to a question in front of the class. At this point they are sharing their own good practice, as well as discussing where they might have gone wrong. I find this activity works well to engage pupils and encourage conversations about mistakes and how to learn from them.

Relay Question 1  What is the total of adding up all the numbers from 1 to 16?	Relay Question 2  Calculate: $123 + 456 + 789 - 321$
Relay Question 3 Dan is twice as old as Sarah. Matthew is twice as old as Dan. Sarah is 8 years old. How old is Matthew? HOW OLD?	Relay Question 4  Calculate: $4^2 + 3 \times 2$