



# BLT 2

*Welcome to BLT 2 the second edition of our publication dedicated to learning and teaching. Our first edition was shared on our website and shared with our cluster P7 parents too. This was a suggestion from one of our parents who thought this would support transition into S1. It has been another very busy term and this edition aims to capture some of the highlights.*

## PROFESSIONAL LEARNING - FACULTY FAIR

Our school year began on the 9th January with our “Faculty Fair” in the Atrium. This was



an opportunity for all teachers to share learning. Each Faculty had a “stall” which was set out with examples of good practice from their departments. The idea was generated from staff feedback which asked to have more time to talk and share resources.

Feedback suggested that many people enjoyed the time to talk and share and the “buzz” that was generated. New learning connections were reported by different departments. To improve the experience more time to set up would have been better and more time spent at the Fair . The Professional Learning group have discussed how to take this forward next year and build on this experience. This may take the form of a “learning festival” idea with more time to learn from each other.



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# S1 BIG LEARNING SURVEY RESULTS

COMPLETED BY 124 S1 PUPILS USING THEIR PROGRESS NOTEBOOKS

How much have you enjoyed S1?



4.01 Average Rating

How many clubs and activities have you joined in school?

1 or 2	72
more than 3	33
none	17



How would you rate your relationship with you classmates?



4.24 Average Rating

How challenging has your learning been overall in S1?

challenging but right for me	104
too easy	14
too difficult	5



Relationship with teachers

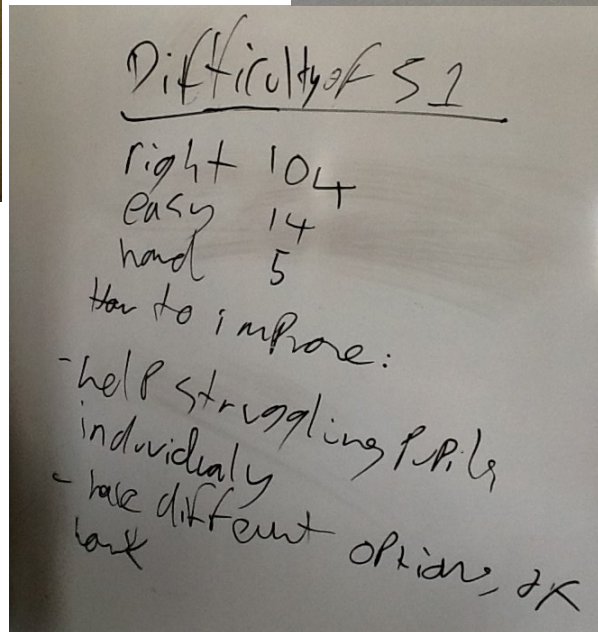
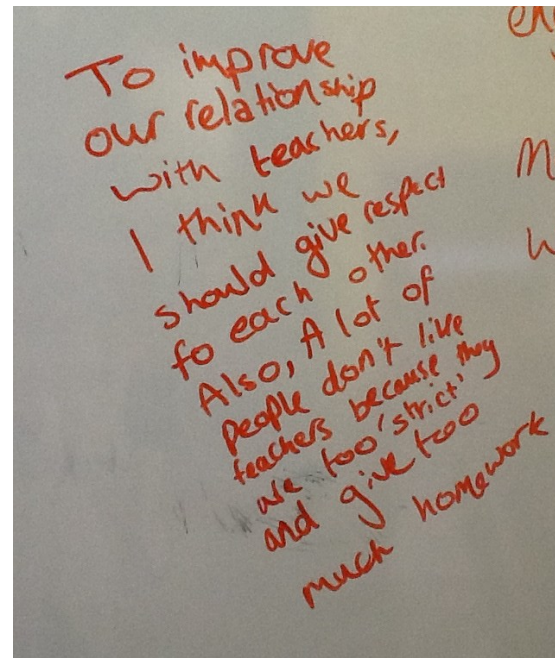


3.72 Average Rating

## Student Learning Team & Mr Beaven

### Analysis of Results (more on Page 13)

A group of S1 and S2 pupils have volunteered to become our "SLT" Student Learning Team. We met for the first time in March and the group helped us analyse the results and identify next steps:



# S1 MICRO-TYCO IN ENGLISH

S1 English classes spent the whole of February working very hard on MicroTyco projects for the Wild Hearts Foundation. The principle behind this is to encourage pupils to use their entrepreneurial skills to turn £1 into, well, as much as they can!

Their aim is to invest in “micro-loans for poor entrepreneurs in the developing world. Participants 'become entrepreneurs to fund entrepreneurs'. By associating business excellence with economic justice, Micro-Tyco inspires the Leaders Our World Deserves.”

This culminated in an almighty marketplace held in the atrium at the end of the month which allowed the groups to sell their wares.



**The final total is confirmed at £3248.97 and we were Secondary school winner, U.K, for the Micro-Tyco Entrepreneurial Challenge!**

– this is an incredible amount and we would love to follow this up and show pupils how their loans

are being put to good use and genuinely making a difference.



## **MOST AMOUNT RASIED BY A SINGLE GROUP.**

Special mention to Mac Sanderson for being the engine behind it all, and gathering business matching from BSkyB.

**Mac Sanderson 1V1 Elia Cossais-Benezech 1V1 Oliver Livingstone 1V1 Arun Woodhouse 1V1**

Also raised a lot of money at nearly £300 – worked very well together, had a variety of ideas and activities.

**Sachin Dhaliwal 1V1 Alex Dixon 1V1 Harry Little 1V1 Matthew Robertson 1V1Murray Small 1V1**

Two groups in my class that raised over £60 and really did try their hardest- super organised.

**‘Treat Yourself’- Caroline Chapman, Kayla Adamson and Stella Srodzinski who raised £67.62**

And ‘Vivid Glow’- **Isla Ross, Ellie Dowie, Anna Waddell and Elodie Fok** who have raised £62.54... although I believe they are still waiting on some money from teachers for their car-washing

**Lily Martin, Jessica Dodds, Eilidh Macintyre, Elizabeth Johnson and Samantha Adams**

£171.20 raised from home-made Valentine’s cards, truffles, raffle and silent auction. The girls worked very co-operatively as a team and raised funds throughout the whole month.

**Max Richmond and Murray Johnson**

£95 raised by holding a football fun day for local primary-school boys in Harrison Park. They even send round a Survey Monkey to participants and their parents afterwards and received glowing feedback!

# Marty the Robot Pilot

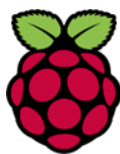
Mrs Dighton's S3 Computing class have been taking part in a pilot project to use "Marty the Robot" to make learning how to code more fun.



Marty started out as a PhD side project of Alexander Enoch one of the directors of the start-up company Roboticals that is behind Marty. He wanted to create an affordable walking robot that could be used to teach the basics of robotics and also be programmable. Marty is made using a 3D printer and so we could customise some of the parts.



Most of the schools taking part in the pilot have used Scratch to program Marty but Boroughmuir is the only school using the Python interface. Roboticals provided the school with 2 Marty robots and the pupils wrote their code on



Raspberry Pi's then connected the Pi's to Marty's using wifi to control how he moved. The S3 Computing Science class have completed a basic Python coding unit and so were able to extend their knowledge of the language by programming Marty to navigate an obstacle course and bust some dance moves.

Here's some of the feedback from the pupils of what they thought of Marty.

*"I liked the fact that you could see the real physical outcome of your code."*

*"I learned how to properly test programs, and how to use deduction skills to figure out his limits."*

*"It made you really think about what you wanted your program to do"*

Most of all the pupils (and Mrs Dighton) had lots of fun working with Marty.

You can watch a video of Marty in action in the News section of the school website.

<http://boroughmuirhighschool.org/>



## What is Mr Alexander up to?

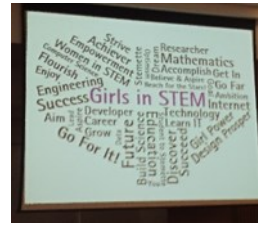
He says... "From my point of view, it is a really good way of recapping topics and getting a clear idea of which pupils are coping with things and which aren't. From the pupils point of view, the fact that nobody else can tell what they've answered or if they've got it right removes the fear of making a mistake and in addition, because it's a competition, they are really motivated. The novelty of it seeming like magic hasn't worn off yet either!!"



One quote from the S1 survey was "The cool quiz where we had to hold up pieces of paper and Mr Alexander would scan them with his iPad and then the answers would come up on the screen".

## #GirlsInSTEM

On Tuesday 7<sup>th</sup> February ten S1 & S3 girls from Boroughmuir joined around 70 other girls from across central Scotland to take part in the Girls in STEM conference hosted by Accenture at the Conference centre at Pollock Halls. The event was one of about 10 events taking place across the UK and also in India and the USA with the aim of encouraging more women into STEM sectors and have them leading the way in addressing the STEM skills gap



The day started with a couple of inspirational talks all about careers in STEM which were followed by a Q&A session where the girls could ask questions to a panel of women who worked in STEM jobs.

After a short break the girls took part in 3 workshops. The first was a CSI forensics workshop which showed them how to dust for fingerprints, take impressions from a footprint and

look at blood splatter patterns. They then had the chance to make fake scabs and blood clots in a Science Festival blood bar workshop. The final session of the morning gave them the opportunity to browse the innovation lounge to see some examples of new technology such as VuzixSmart Glasses and Augmented Reality Car Visualiser. From the Accenture Innovation Hub, a robotics showcase from the Edinburgh centre for Robotics and maths based magic tricks from Arithmetrix.



After lunch the girls took part in a coding workshop which was run by the Stemettes (<http://stemettes.org/>) to teach the girls coding using the AppshedIoT Appcar. The girls split into team and half of each team built the car by connecting the electronics and the wheels and the other half started to code it on a tablet using the appcario App.



All the girls really enjoyed the whole day and all came away inspired by the breadth of opportunities available to Girls in STEM. #GirlsInSTEM



## LEARNING MANDARIN WITH MR SPROULL

This is our S3 Mandarin class in action last week with Mr Sproull. These pupils chose to study Mandarin in S3 and S4 and will be heading towards their National 5 by the end of S4. Mr Sproull also is working with some of our Primary Cluster schools.

Pupils from the first group of S3 learners to take beginner Mandarin at Boroughmuir were asked to share their thoughts and experiences learning the language so far. Here is what they said..



### *Why did you decide to do Mandarin in S2?*

Jemima Harrison: I enjoy learning languages and wanted to learn Mandarin as it is so widely spoken. Also, I wanted to learn a non-Latin language as it is very interesting as it has a different structure.

Dibya Dahal: I have a background in languages that fuelled my desire to take it up. Mandarin is something that not a lot of non-Asian people take up as their second (or third) language, which makes it more **special**.

### *Has learning Mandarin been as difficult as you expected? Why do you think that is?*

Jemima Harrison: Learning Mandarin isn't easy, but it isn't as hard as French- and it is so pleasing to understand people speaking Mandarin!

Simon Williams: It was easier at the start because we were getting started...

### *What has surprised you most about learning Mandarin over the past eight months?*

Dibya Dahal: How it all flows. It was very interesting to see how the characters and the meanings relate to each other.

Jessica Lee: I've learned a lot of new words that I hadn't learnt outside of school and it has built a bigger vocabulary for me.

### *What one piece of advice would you give to someone thinking about learning Mandarin?*

Jemima Harrison: Take the subject if you are interested... it is challenging!

Dibya Dahal: Don't take it lightly and practice a lot !

Simon Williams: Revise a lot so you remember the characters

## Global Citizenship and International Learning Update - Ms Bloomer

It's easy to  
ple are well-  
tional affairs  
in school,  
inundated  
television



imagine that young peo-  
informed about interna-  
– they learn about them  
after all, and they are  
with news reports on  
and social media. But

rather than learning about such things from afar, we want to offer students the chance to genuinely share their learning with young people from other countries, and show them how easy and rewarding it can be to form working relationships with their international peers.

### International Schools Award

LAST YEAR, AN ETWINNING  
PROJECT BETWEEN MY S1  
CLASS AND MS AULIN'S  
CLASS (VIKTOR RYDBERGS  
SAMSKOLA, DJURSHOLM,  
SWEDEN) RESULTED IN BOR-



OUGHMUIR BEING AWARDED A FOUNDATION CERTIFICATE FOR THE BRITISH COUNCIL'S INTERNATIONAL SCHOOLS AWARD PROGRAM. A SHARED INTEREST IN FOLK TALES LED US TO DIG OUT SIMILARITIES BETWEEN SCOTTISH AND SWEDISH TALES (THEY CONTAIN A LOT OF WARNINGS!) AND CONSIDER WHAT DIFFERENCES THERE ARE (SWEDEN HAS SOME VERY SINISTER WATER DEMONS). EVEN BETTER, THE SWEDISH STUDENTS WERE ABLE TO PAY US A VISIT IN MAY AND MET WITH A GROUP OF S3 STUDENTS TO DISCUSS SCOTTISH WRITERS AND SWEDISH DETECTIVE NOIR NOVELS.

### GLOBAL CITIZENSHIP / INTERNATIONAL LEARNING WORKING GROUP

A WORKING GROUP HAS BEEN FORMED THIS YEAR TO LOOK AT OPPORTUNITIES FOR FURTHER INTERNATIONAL LEARNING; WE'VE DECIDED TO USE THE FRAMEWORK OF THE INTERNATIONAL SCHOOLS AWARD TO GIVE US A BIT OF DIRECTION AND ARE CURRENTLY PREPARING TO MAKE AN APPLICATION FOR THE INTERMEDIATE LEVEL AWARD.

### THIS TERM...

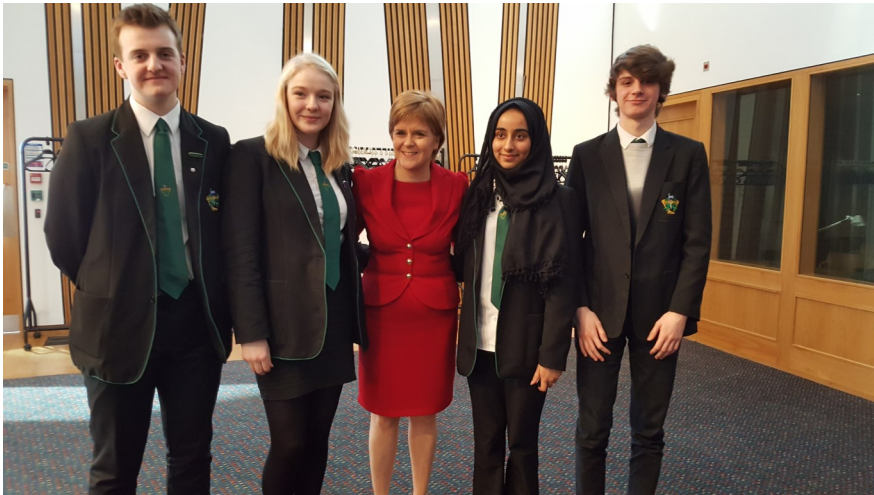
Mr Dempster has been keen to build on the links made with last year with staff from TWGHs Kwok Yat Wai College. Ms Bloomer, Ms Henderson and Mr Sproull have been in touch with their Chinese counterparts to see what joint projects could be undertaken by our pupils and theirs.



# SHAPING THE FUTURE OF EDUCATION

I was invited to the Scottish Parliament to participate in a discussion regarding Scottish Education and improvements that can be made to the current system. We were met with a number of pupils from other schools and with the Board of Scottish Education.

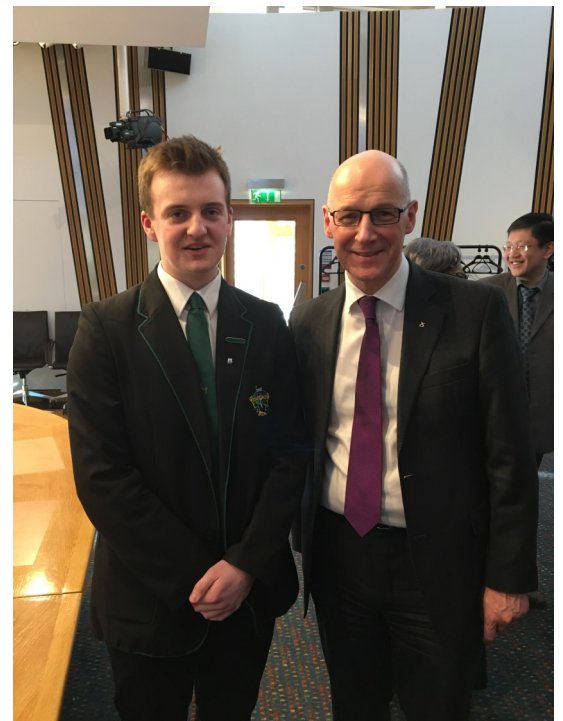
Upon arriving, we were split into 3 groups to give our views on the issues raised. Within my group, the main issue we discussed was the impact and role that technology plays in the classroom; In some school's students are given iPads for them



there is a need for us to be given such technology, as nearly all of us are lucky enough to have access to such luxuries outside school. At the end of our discussion, all groups met together to have one big group discussion to which Nicola Sturgeon joined us for. Overall it was a very enjoyable and insightful experience.

Thanks to Ammarah Javaid for contributing this article.

to write their notes on, do research and have access to notes online. This is primarily because these schools are located in the more deprived areas, therefore by giving iPad it ensures those who cannot afford iPad or laptops at home do not feel excluded and can keep up to date with their studies. However, it was also mentioned that as Boroughmuir is located in a more affluent area, many of us here do not feel as if





# Student Teacher Voice

*“We were both nervous but excited to start our placement at Boroughmuir.*

*We are now in our final week and have had a really positive experience. We have been welcomed by both staff and pupils and have been given a wonderful opportunity to develop and improve our practice. We are sure that everything we have learned at Boroughmuir will be invaluable for our future careers as teachers.”*

*Lisa Bruce (Modern Languages) &  
Maria Moreno (Geography)*



**Miss Nisbet**

**(Student Teacher Regent)**

In this last year I have had the role of student regent. This involves co-ordinating student teacher placements with the universities and departments in school. I welcome the students on their first day at BHS, give them a tour of the building and try to allay any fears! I then meet with them on a weekly basis to find out how they are getting on, to offer advice and discuss learning and teaching. We focus on topics such as questioning, pace, feedback and professionalism. I also co-ordinate meetings with key staff in the school. This includes the Head teacher, Year Heads, Guidance staff, Support for Learning teachers, Literacy, Numeracy, Health and Wellbeing and IDL co-ordinators. The student teachers are very grateful of the time all staff give to help them achieve a successful teaching placement. I have really enjoyed meeting new teachers, hearing about their experiences and being able to discuss teaching and learning.

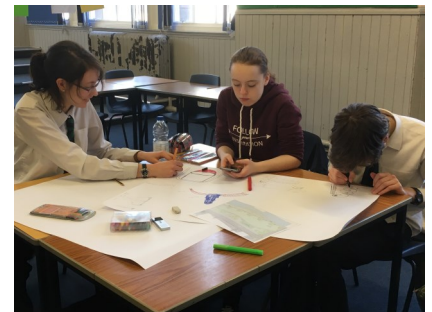
## Shaping our Community

A group of 12 students from S4 took part in a focusing at transforming the green space in front of The project, being led by Eddie Naper, a mas-Edinburgh University, is about revitalising the Green into a usable exercise space to serve all community. The group were given a quick presenta-



cus group look- the new school. ter's student at Fountainbridge the local com- tion about the

area before walking down to space, strategically positioned in front of the new Boroughmuir High School building. After that they were given free reign to generate some creative solutions for the space, drawing and sharing their ideas with Eddie. If in a few year's time you see some talking rubbish bins to encourage recycling; trees and other improvements generated by our pupils.



## Developing Our Young Workforce

### Jobs Roadshow

The Developing Young Workforce regional team held their annual Jobs Roadshow at The Hub, Castlehill on Tuesday 7th March. This was a great opportunity for pupils to meet with employers advertising live Jobs, Apprenticeships and Intern opportunities across a variety of industries.

**The 'A day in the life of a Solicitor'** activity was incredibly interesting and informative. Three young and friendly solicitors came in and spoke to us about their careers and what they did to get there. They also spoke to us about the different career paths you can take after receiving your law degree and told us that if you don't like the idea of speaking in court, there are many other important jobs you can do in a law firm. At the end of the session we were given an example of a case from a few years ago and were asked to look over it and think about what we would do, as the client's lawyer, in order to gain the right information that we might need to present their case effectively. We also had to think about strengths and weaknesses to the client's case. The following week we went back to discuss our thoughts on the case which was interesting because we got to see other people's views on it. We were also given the opportunity to ask as many questions as we wanted about being a lawyer, subject choices at school, and university. Before I attended the activity I was unsure about whether I wanted to go onto study law or not, however now I have a much better understanding of the career and the degree itself and it has helped me to decide that I want to take that career path. If given the opportunity to do something like this again, I definitely would do it!

**Thanks to Anna Lawrie, 5L1 for this article.**

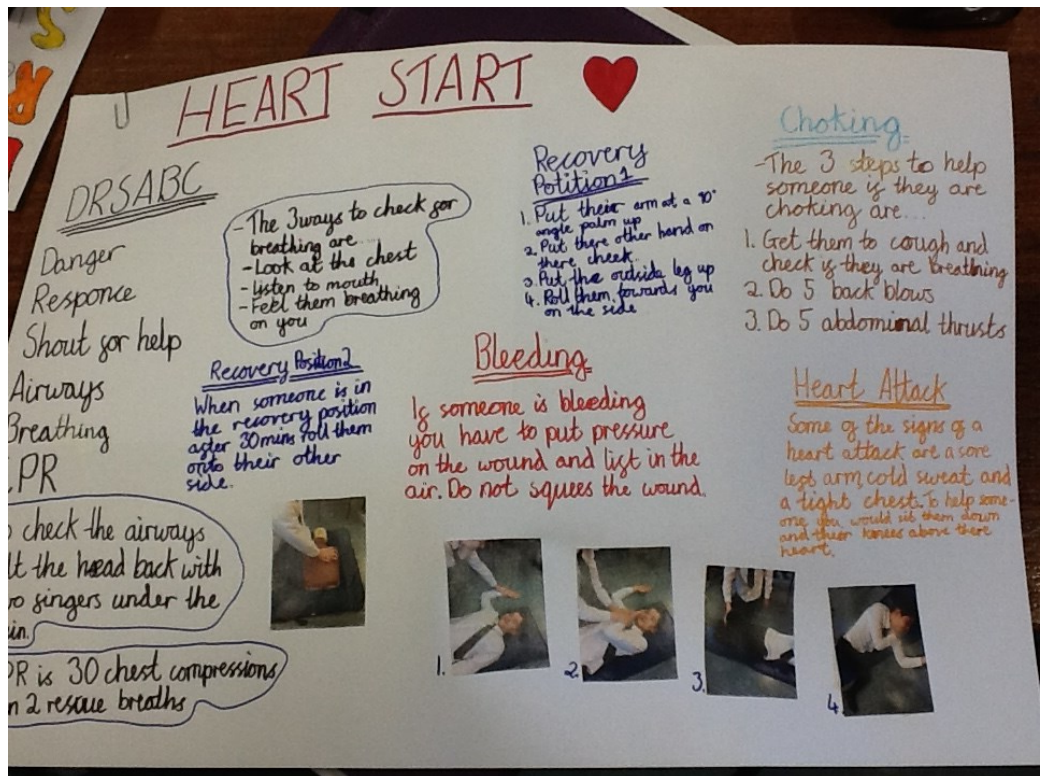
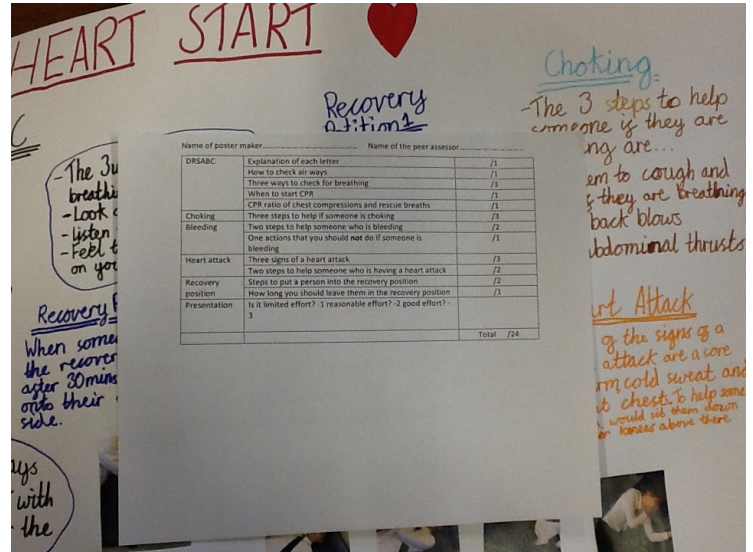
## S2 Student Learning Team

### 'Heart Start'

All S2 pupils have studied First Aid this term in science. First Aid includes learning what to do in an emergency situation when someone is choking, seriously bleeding, having a heart attack, and how to deal with conscious and uncon-

conscious casualties. The main focus of the topic was learning how to do CPR and rescue breaths. We practiced putting each other in the recovery position, performed CPR and rescue breaths on dummies, and watched a series of informative, realistic videos created by the British Heart Foundation. At the end of the unit there is a practical assessment to test if you can apply the acronym **DRS ABC** (**D**anger, **R**esponse, **S**hout, **A**irways, **B**reathing, **C**PR) to a realistic situation. We think these are important skills to learn because they give pupils the ability to save lives and react sensibly in emergency situations.

By Mairi McBrien and Julia Narine (2W2)



# Learning Lunch

## S1 Leading Learning

On the 1st March all teachers were invited to attend our first “Learning Lunch” led by S1 pupils. The purpose of the lunch was (to eat!) and to share their expertise in creating their Progress Notebooks. Pupils were able to show off their notebooks to teachers



and explain some of the benefits and challenges in



creating them. The session was very well attended despite technical errors with our systems on the day! Thanks to everyone who came along. Mr Campbell, Mrs Marshall, Ms Yates and Mrs Kingsbury are in safe hands thanks to Mac, Shahed and Holly.

## S1 Parents

Please ask your son/daughter to show you their Progress Notebook through Office 365. All S1s have learned to develop their skills in IT this year. You will find S1 tracking reports stored there and evidence of learning and progress from a range of classes.

The Progress Notebook will go with them into S2.

This is our pilot year so we are all still learning, S1 pupils are the experts!



## S1 PARENT FOCUS GROUP

FOLLOWING ALL OUR PARENTS' EVENINGS WE ASK FOR VOLUNTEERS TO TAKE PART IN FOCUS GROUPS.

A big thank you to Jan, Ursula, Kay and Morag who braved the snowy weather to join me for a parent focus group on the 12th January. It was a hugely valuable experience for me to be able to listen to our "parent voice" in and take on board their feedback. Some really useful ideas were generated which will continue to improve transitions for parents and pupils.

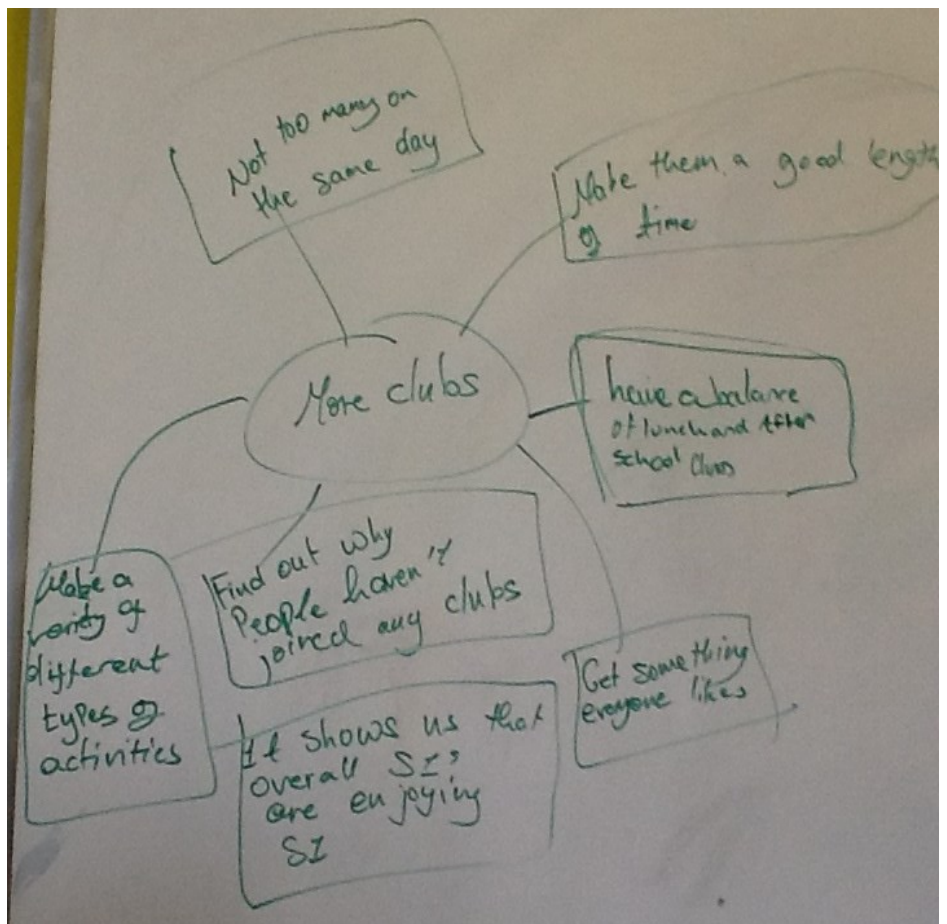
### These were the headlines:

#### What is going well...?

- Transition visits and meeting in June for parents were particular highlights.
- Good balance of homework in terms of quality and quantity. Liked particularly Maths frequency and English "Take Away" menu idea.
- 3 Day visit lunchtime clubs made a big difference to confidence.

#### Even better if...?

- S1 Clubs relaunched during the year
- Share BLT with parents to gain a better insight to secondary life.
- Channels of communication with parents made clearer—liked texts, emails.

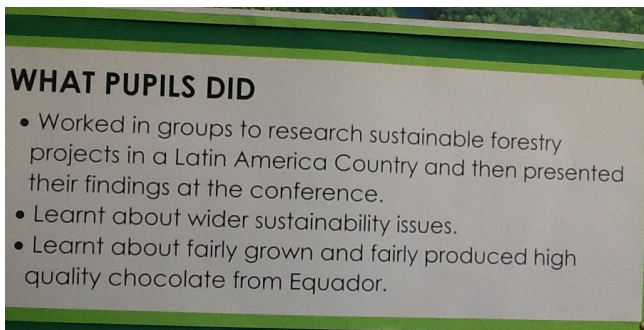
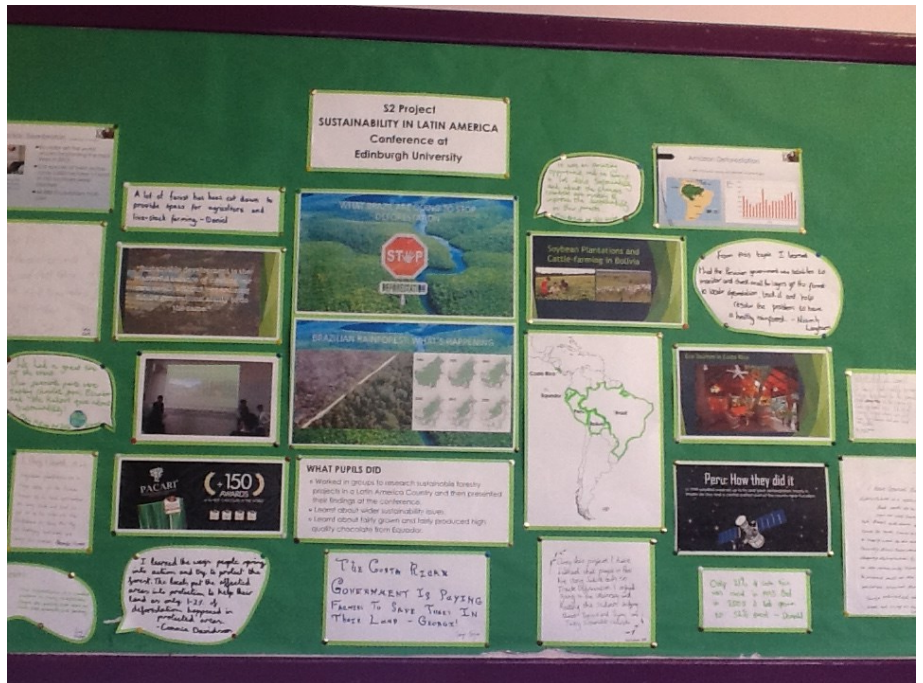


At the start of S1 teachers could be less strict, because S1s have enough to worry about at the start (new school, friends etc.) instead of

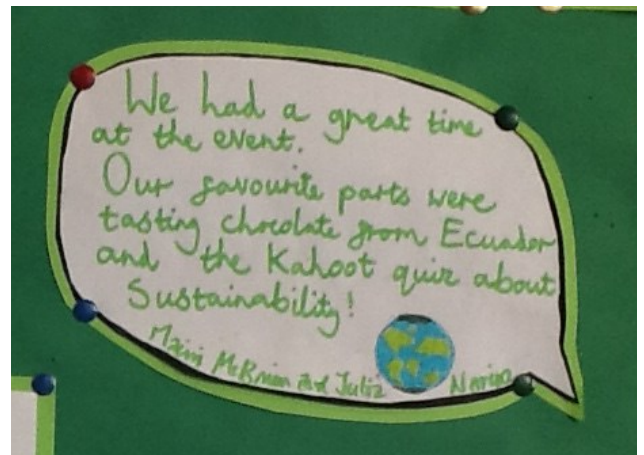
Less homework on the first day

# The Sustainability in Latin America Conference

On Friday 10<sup>th</sup> February Mr. McLeister and five groups of S2 students attended *The Sustainability in Latin America Conference at the University of Edinburgh*. Each group gave a presentation on sustainability in a Latin American country. Following this there was a 'Kahoot' quiz on sustainability, and a representative from Pacari Chocolates UK gave a presentation on how Pacari is creating more opportunities for the citizens of Ecuador. Pacari is based in Ecuador and all the marketing, managing, and creating of chocolate bars takes place there. This gives the Ecuadorian Citizens a wider range of job opportunities. We tried some of the Pacari chocolate and had a chance to talk to the University students running the conference. We really enjoyed this event - it gave us a deeper insight into sustainability and how Latin American countries are fighting to preserve the environment.



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## And Finally... How Good is Our Learning & Teaching?

*A big part of successful school improvement is effective self – evaluation and*

*having confidence that we know how we are doing and we know how to improve. This term we undertook our first “round” of “Validated Self Evaluation” with our Science and English Faculties. This meant taking a closer look at the self evaluation of learning and teaching in these faculties. We were joined by David Leslie our Quality Improvement Officer who helped the Senior Management Team complete 26 observations of learning and teaching and also conduct two pupil focus groups with S1-S6 pupils. Colleagues in these faculties also completed questionnaires. Each faculty received feedback from the SMT. This process helped support and improve our self evaluation and will continue to improve outcomes for young people in Boroughmuir High School.*



**On Thursday 30th March** we are hosting a delegation of Norwegian



Teachers. Their focus is on “Assessment is for Learning” techniques used within our classrooms. Our Norwegian visitors will meet with staff and pupils, be toured around school by S1 and observe learning and teaching.