



Boroughmuir High School

B.L.T

Boroughmuir Learning & Teaching

**S1 & S6 Sponsored Walk
October 2017**

All of S1, S6 and around 30 staff walked around Arthur's seat on a sunny autumnal day to raise money for school funds and a chosen charity. S6 Charities committee chose to support "Refugee Action" this year. S1 have raised almost £3000. The walk also helps to build relationships between S6 and S1



December 2017



Included in this Issue

- Sports Leaders & Rights Respecting Schools Pages 2 & 3
- My WOW and HWB Pages 4&5
- Pupil Council, German Trip & Remembrance Day Pages 6&7
- St Martin's Day & Debating in PE Pages 8&9
- Socrative and Study Skills Pages 10&11
- Multi-Sports & Time Capsule Pages 14 & 15

HEAD TEAM GET SPONGED FOR CHILDREN IN NEED AND RAISED £200!



SPOOKY GOINGS ON AT ST OSWALD'S ON HALLOWEEN

S6 Fundraising Committee organised and ran a Halloween Party attended by almost all S1 pupils. There were some amazing costumes and some excellent dancing. S6 raised money for their Prom in June and learned how to entertain 140 12 years olds...no mean feat. S1 had a great time and spent time together out of school too.



Thank you to the Fundraising Committee.

SPORTS LEADERS & MRS LARTER



As part of the Level 6 Qualification in **Sports Leadership**, senior pupils are placed in feeder primary schools to provide them with experience of leading young children.

We currently link with our PE specialists in the feeder primary schools. This includes Mrs Hastie at Buckstone PS, Ms Downie at South Morningside PS and Mr Rae at Bruntsfield PS. A big thank you to them who work with our students to develop their skills and provide them with opportunities to lead elements of the PE lessons.

Key skills such as organisation and planning are developed in our leaders. They also develop their communication skills, build up their confidence working with young children and give back in the local community.



We are becoming a Unicef UK Rights Respecting School!

It is an exciting time in the life of Boroughmuir High school. We have embarked on a journey which will benefit the whole school community, from pupils and staff to parents and the wider local community.

Our school aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a 'Rights Respecting School', an award given to schools on behalf of Unicef UK.

Unicef is the world's leading organisation working for children and young people and their rights. We really hope that you will be able to support our school on our journey towards becoming a Unicef UK Rights Respecting School. It would be great if you could spend a few minutes reading through our questions & answers, and also find a bit more about the Convention on the Rights of the Child by visiting unicef.org.uk/crc.

For further information about Rights Respecting Schools please visit: www.unicef.org.uk/rrsa

You might ask...	As a school we think that...
<p>What is a Unicef UK Rights Respecting School?</p> 	<p>When schools get involved, the children learn about their rights by putting them into practice every day.</p> <p>Children and adults will learn about the United Nations Convention on the Rights of the Child (UNCRC) which outlines what children need to survive and thrive, becoming the best they can be and achieving their potential.</p>
<p>Why is this happening?</p> 	<p>A Unicef UK Rights Respecting School models rights and respect in all its relationships, whether between adults and pupils, between pupils or between adults. It is proven to benefit everyone in the Boroughmuir school community to grow and learn together. Read more about the Award at www.unicef.org.uk/rrsa</p>
<p>How will becoming a Rights Respecting School benefit my child(ren)?</p>	<p>This approach works in many schools across the country to improve well-being and develop every child's talents and abilities to their full potential. Headteachers from schools involved in the Award say it has improved children's and young people's respect for themselves and others and contributed to children and young people being more engaged in their learning.</p>
<p>How can I get involved?</p>	<p>We hope you will support our journey to become a Unicef UK Rights Respecting School. If you want to become involved with our Rights Respecting Schools Journey, please feel free to make contact with the school through the usual channels.</p>
<p>What is the Convention on the Rights of the Child?</p> 	<p>In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention recognised that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The rights in the Convention describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child, no matter who they are or where they come from.</p> <p>The Convention changed the way children are viewed and treated – in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity. It is the most widely ratified human rights treaty – only the United States has not ratified it. The UK signed up to it in 1993.</p> <p>You can read more about it at www.unicef.org.uk/crc and download a summary of the articles at bit.ly/CRC-over11</p>

My World of Work Ambassadors

At the parents nights stop by the and visit the My World of Work Ambassadors stand to get some advice on tools to help you find out what career might be suitable for you. They can also give you advice on where to find out information on the subjects you might want to consider choosing if you want to pursue a particular career. The Ambassadors be available for a chat at parents nights and can give you information or show you how to get registered on the My World of Work website where you can use



the planning tools to investigate future career options. Please stop by and say hello when you are parents night as they'd love to help you.

Health & Wellbeing: Supporting pupils and parents

November saw the first two parents' evenings of this session and some of our senior pupils laid out a table full of leaflets for parents to browse and take away. They covered positive strategies on diverse topics such as depression/anxiety/panic attacks/eating disorders/meditation/negative and positive coping comparators/ coping with exam stress etc

Success in Exams

Managing Stress



Don't expect to have perfect health during your exams. Expect to have occasional bad days and allow yourself the odd crisis. However, prolonged stress damages your mind and your health. Treat stress seriously.

The Science Bit: The Effects of Stress on Students



- Emotional** e.g. tension, anxiety and depression.
- Cognitive** e.g. poor memory; difficulty concentrating.
- Physical** e.g. digestive and breathing problems.
- Behavioural** e.g. problems sleeping.

Four Great Exam Stress Busters



EAT WELL - a healthy diet contributes to a strong nervous system, better sleep and clear thinking!



EXERCISE - relieves your frustration, helps relaxation, lowers blood pressure and aids sleep.



SLEEP - recharges the batteries; improves concentration & your mind still revises while you rest!



TEAMWORK - talk to family, friends, staff and other support resources to get advice as you go.

tutor2u™



All this information is available to our pupils within the Guidance corridor at all times and we are setting up an additional browsing point in the office/reception corridor.

Thank you to Ms Hopley for the article.

We often get feedback from parents who say that they sometimes don't get a lot of information from their children when they are at secondary school. Here are some ideas which might help.

10 Questions to Replace "How Was School Today?"



1. Were the moments today when you felt proud of yourself?
2. What was challenging about your day?
3. Tell me about a conversation you had with a classmate or teacher that you enjoyed.
4. Tell me about a moment when you felt confused.
5. Tell me about a moment today when you were excited about what you were learning.
6. What did you learn about yourself today?
7. Is there anything you'd like to talk to me about that I might be able to help you figure out?
8. What are you looking forward to tomorrow?
9. Is there a question you wish I would ask about your day?
10. What's a question you have that came from your learning?



Developing the Young Workforce

One of the major priorities for the Scottish government is to ensure that they have policies in place to develop the young workforce. As part of this initiative two of our S6 My World of Work Ambassadors (Michaela & Kate) attended the DYW Regional conference held at Murrayfield Stadium. The major theme of the conference was to try to showcase how industry and schools could work in partnership to provide future employment opportunities for all young people. There were keynote speeches from MSPs and Education Scotland directors and workshops on the opportunities that a number of different industries could offer to pupils when they leave school. 5

Higher German Trip to Edinburgh University

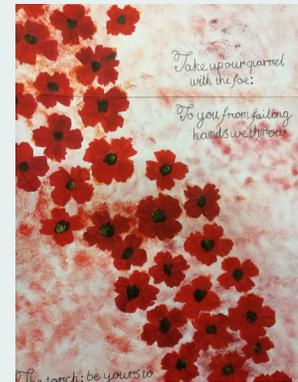
As every year, Higher German pupils from Boroughmuir and other Edinburgh schools went to mix and mingle with Edinburgh university students at various stages of their studies. The idea of the project is to bring pupils into university so they can gain some insights and impressions of student life. Students of German, combined with other subjects, volunteer to meet pupils from schools. Pupils teamed up in small groups and interviewed a student about their experience at university. Students were selected from different years and degree combinations. Every five minutes a German song prompted pupils to swap places



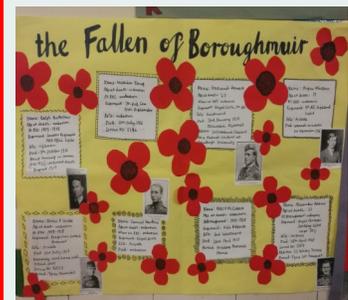
and interview another student. After the interviews, pupils sat with a student to discuss their impressions and pose any follow-up questions. Pupils were able to gather information on why learning German is a smart career choice and had the opportunity to have a chat with a careers advisor about possible job opportunities and career paths open to linguists. The event was rounded off by students giving pupils a guided campus tour.



FOR THE LAST TIME ALL OF S6 JOINED STAFF, FORMER PUPILS AND PARENT COUNCIL REPS TO COMMEMORATE REMEMBRANCE DAY.



THIS MOVING TRIBUTE TO PUPILS AND STAFF FROM OUR SCHOOL WHO LOST LIVES IN CONFLICTS OVERSEAS WILL CONTINUE AT OUR NEW SCHOOL NEXT YEAR. OUR WAR



MEMORIAL WAS MOVED TO PRIDE OF PLACE IN OUR NEW ASSEMBLY HALL EARLIER THIS YEAR.

CELEBRATING ST MARTIN'S DAY IN S1 GERMAN



S1 German have been learning about a traditional children's festival which takes place every year on the 11th of November, St Martin's Day. We learned the story of Sankt Martin in German and two songs which German children sing on his day.

Sankt Martin was a knight who was riding his horse on a bitter cold winters day, when he saw a poor man dressed in rags sitting in the snow. The man begged him for help and Sankt Martin took his sword and cut his own warm cape in half and gave one half to the poor man before riding off without giving the poor man time to thank him.

At night on Sankt Martin's Day, German children take part in a procession, carrying home-made paper lanterns with candles in them. They march round the village or town following Sankt Martin on horseback. People from their neighbourhood give them sweets, chocolate and Weckman figures. The evening ends with the children singing Sankt Martin songs round a bonfire. We learned Sankt Martin, Sankt Martin and Ich gehe mit meiner Laterne.



Instead of making paper lanterns we made Sankt Martin Mandalas.



If you'd like to learn the songs and read about the tradition, you can find them on YouTube.

Watch "Ich geh mit meiner Laterne – Kinderlieder zum Mitsingen | Sing Kinderlieder" on YouTube

<https://youtu.be/oixRjkUsV1g>

CLUSTER CHOIR

We were delighted to welcome 100 of our P7s over the last 3 weeks to form the first ever "BHS Cluster Choir". The pupils have been working really hard on their performance which will make up part of our Christmas Concert on 11th December. This has been a great opportunity to get together ahead of becoming S1s in August! Thanks to our primary colleagues, Miss Webster and Mrs Clegg for making this happen.



Debating in PE – Surely Not? By Mr Boyd

To help develop their understanding of the methods they have used to gather data on their performance, Higher PE students participated in a debate; one side of the class was arguing that Match Analysis is the greatest data collection method of all time, and the other side was in favour of Movement Analysis.

The tried-and-tested game of Rock, Paper, Scissors (*pictured*) was employed to decide which team got to offer the first argument.



What followed, was an impassioned debate full of well-articulated arguments.



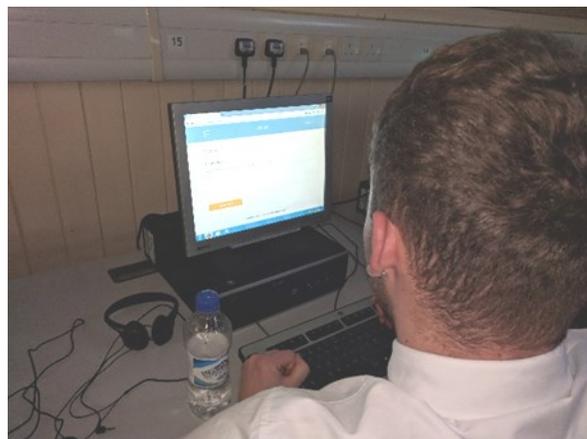
At one point, tensions rose to heights not seen since the Trump vs. Clinton debates as both teams hotly debated how the availability of technology affects the validity of their methods. A brief intervention from the debate moderator got things back on track and it looked as if the Match Analysis side were running away with it before S5 student Sean Steadman offered a series of ripostes that blunted the opposition's arguments.



As a means of developing their content knowledge the debate proved to be an effective approach to use. It was also an excellent opportunity for the students to practise their literacy skills and learn how to structure and articulate an argument.

USING SOCRATIVE IN HIGHER PE THEORY LESSONS

Socrative is an online browser/app based tool that allows teachers to create quizzes that students complete in their own time or at a pace dictated by the teacher. In Higher PE, the class used this tool to help them in their preparation for their Performance Assessment.



Students answered a series of questions online which immediately appeared on the teacher's computer screen; this provided the teacher with the ability to read 22 written responses without having to go around the class and look over the shoulder of all the students.

The teacher was then able to provide immediate and individual feedback as the answers came in. In contrast to the traditional method of handing work in to be marked and returned at a later date, the ability to receive feedback and then implement changes straight away was appreciated by the students.



At the end of the lesson, each student's answers were combined automatically into an individualised PDF file that was uploaded online making their work accessible at any time.

7 3b) Evaluate at least one strength of, and at least one area for development from, your performance

Identify **One Strength** from your Performance

Describe one situation from your performance when this strength was apparent

Explain the positive impact this had on your performance

HIDE ANSWERS HIDE NAMES 18/23 students answered

Kyle Campbell: In my performance my shooting was very strong. Throughout the game i had many opportunities to score and took a lot of them. For instance, towards the end of the game whilst the scoreline was at 2-2 my teammate played a brilliant pass through the backline which gave me a 1 on 1 with the keeper which would win us the game. As my shooting was very strong i was able to put it past the keeper easily and win the game for my team. HIDE ANSWER

james williamson: one strength from my performance was my good concentration. i remained concentrated when playing in defence so i was always alert to danger. i always knew what my opponent was doing so i was one step ahead. Therefore the opposition never managed to get past me and my defence. HIDE ANSWER

The Pomodoro Technique

Earlier in the year, some of the teachers gathered together for a fantastic session on Learning how to Learn, led by Ailsa Stratton. Many of us were particularly interested in the topic of procrastination, and how to overcome it. One really helpful strategy was called the Pomodoro Method, based on the tomato-shaped timers that are commonly found in a kitchen.

Here are the instructions:

1. Set a timer set to 25 minutes.
 - For that time, we commit to intense, focused-mode work, switch off all distractions and go for it.
2. Once the 25 minutes is up, you give yourself a 5-minute reward
3. Go back to a different study topic for your next 25 minutes. (This is called interleaving, and greatly increases your ability to remember and make connections between key learning concepts)

In English (like all subjects, I suspect) there are times when we need some old-fashioned skills practice – head down, focused individual work.

In our Higher English class, we have been using the Pomodoro method for extended critical writing on the literature we are studying, or for question practice in Reading skills. The timer goes on, intense silent working starts, and this lasts for 25 minutes. Our favourite way of relaxing is to get the playdoh out for a 5 minute creative brain-break!

Thanks to Ms Yates for the article and Ms Stratton for the Professional Learning Opportunity.



**Useful tip for
Higher Prelims
starting after**



Taking a Closer Look at Learning & Teaching in Maths and Modern Languages

This term a visiting “Team” including the Senior Management Team, our Quality Improvement Officer and Curriculum Leaders spent time observing learning, listening to pupils and colleagues to see what was going well and support self-evaluation. This means that 4 faculties have now been through this process since March. We really enjoy spending time focussing on learning and teaching and gaining a real insight into classroom practice. Faculties receive feedback in the form of a report which highlights effective practice and poses challenge questions to continue to support improvements.



S1 Multi-Sports Club

Our Senior Sports Ambassadors organise and run “Multi-Sports Club” every Monday lunchtime. This is a great way to spend a lunchtime for S1 pupils who can meet new people and keep fit and active. They have a choice of sports and games to choose from and the Sports Ambassadors are led by their choices—these include dodgeball, basketball, football, badminton.

This club is open to all S1 girls and boys and runs every Monday lunchtime in the games hall. New members are always welcome and it is



great fun. A big thank you to our Sports Ambassadors for your hard work, enthusiasm and persistence in keeping the club running! It looks like they are having fun!



Well done Mrs Dighton!

Women in Technology Finalist 2017



Our very own Computing Science teacher Mrs Dighton was shortlisted for Secondary/Further Education Teacher of the Year at the Scotland Women in Technology Awards 2017. The first of its kind for Scotland, this event was a showcase the vast amount of talent there is working in the Technology sector and also uncover the inspirational people in education who are truly driving the agenda forward to provide a pipeline of talented females to meet the industry demands of the future. Unfortunately Mrs Dighton did not win this award but is a huge achievement to have reached this stage following hundreds of applications. She is very much a winner in our eyes. Well done Mrs Dighton.



“Girls Day Out” conference: Thursday 2nd Nov by Tony Segall

On Thursday 2nd November four S3 girls took part in the 2017 Edinburgh “Girls Day Out” conference at Castlebrae Community High School.



The conference is open to four S3 girls from every high school in Edinburgh; it is hosted by Active Schools and run in partnership with SportScotland. The conference is an interactive, fun-packed day where the girls hear from inspiring female role-models

and learn about the power of sport and physical activity. They also take



part in a number of enjoyable physical activities on the day.

On their return to school, the girls have been working with Tony Segall, Active Schools Co-ordinator, to look at way of increasing the participation rate of girls in extra-curricular sports and physical activity. As one initiative, Active Schools has started an S1-3 Dance Club after school on Wednesdays in partnership with Dance Division. The dancers worked hard and were able to perform to a high standard at the Active Schools Christmas Dance Show after only four weeks rehearsal.

In-Service Day Plans

Teaching staff will begin the new term on

Jan 8th

with an opportunity to focus on devel-



oping and sharing practice of assessment and measuring progress in the “BGE”. We will meet together for 2 hours in the Atrium to focus on learning and teaching. The afternoon will be spent in faculties.

Professional Learning Group

This group led by Mrs Clegg continues to offer “Professional Learning” opportunities throughout our school year.

The Professional Enquiry

Group met last week to continue to discuss “Effective Schools, Equity and Teacher Effectiveness.” led by Mr Brandie

ICT groups

Miss Nisbet and Mr Hamilton are continuing to develop and support colleagues with ICT skills.

Parents Nights & Reporting

Mrs Clegg and Ms Blishen led sessions on our last in service days focusing on improving reporting and parents nights.

S1 Social Calendar

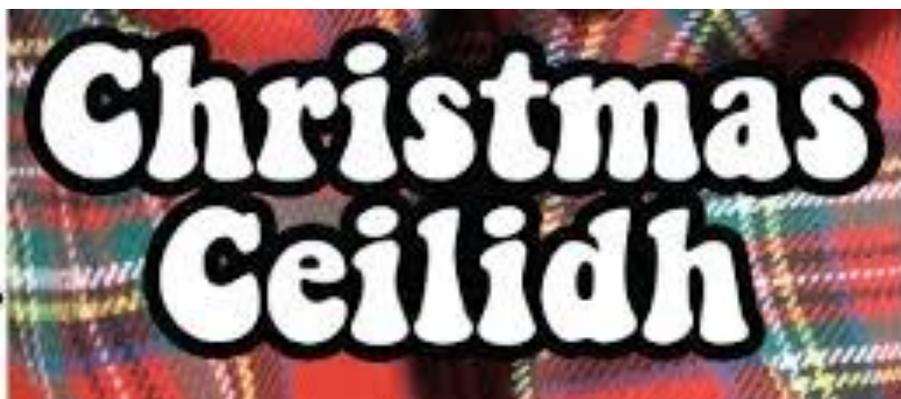
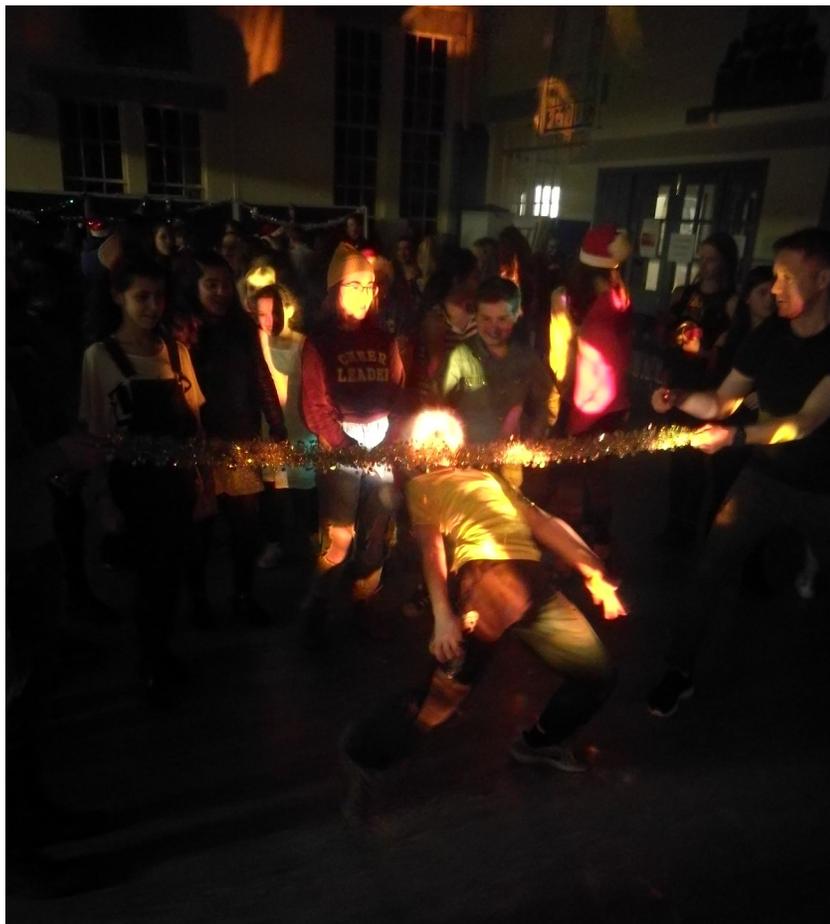
“Building a positive ethos in our school community”

S1 finished the term with a well attended Christmas Party organised by S6 and a Trip to the Panto organised by Miss Anderson.



For the first time ever they will Ceilidh into the holidays with the PE department on 22nd December to celebrate the final lesson on 2017.

Friday 22nd December is also “Christmas Jumper Day” for Charity so S1 will also look the part as they dance the term away and raise money for charity.



Remember to bring a £1 donation on 22nd December.

Capturing Our Time

On a very chilly afternoon on Friday 8th December a group of pupils, staff and members of our Parent Council were led by pipers to a short ceremony to install our Time Capsule. The Parent Council kindly funded a Time Capsule to gather memories and artefacts from our “Old” School to take to the new. The Capsule will be opened in 50 years time when hopefully the contents will offer an insight into school life in 2017. Inside is a collection of items which tell the story of our school—a history of Boroughmuir, a daily bulletin, photos, DVD of Christmas Concert, presentations about our school and the world .



Following the ceremony a very excited group of pupils from the pupil council has a sneak preview of their new school! I think it is fair to say they were impressed and very excited for the move on 21st February.

This was the first visit by pupils to our new school.

Thanks to all involved in the Time Capsule Project and to Mr Munro for coordinating the project for the last 2 years.



Young Enterprise

Developing Skills for Life, Learning and Work

Young Enterprise runs every year at Boroughmuir for pupils in S5/6. The idea is to gain experience establishing your own business. You have to do everything from marketing and finance, to producing a product. The team



this year has been supported by their business adviser Adam George from Lloyds.

After conducting initial market research this year's team, "Negotium", have produced an "Exam Survival Kit" and a "Winter Survival Kit". Both products were displayed and sold at the Young Enterprise Christmas Market at Tollcross. A panel of judges interviewed members of the team and reviewed the business strategy. "Negotium" were awarded first place for their presentation of the product and third best team overall out of over 30 teams from across Edinburgh and the Lothians.

Foodbank Collection

Thank you to everyone who contributed to the collection for the North West Edinburgh Food Bank.

We raised a total of 146kg of food, 463 individual items, which will be distributed across North West Edinburgh over the coming days and weeks.

The biggest contribution came from Westhall House who win 400 house points, well done!



Le Pingouin

By
Saaha
2v2

Branché

Le pingouin branché est cool
Mais le devoirs est nul
Il mange la soupe,
ça n'existe pas, ça n'existe pas



Le pingouin branché adore le sport
Il aime le rugby et le foot
Il joue le tennis avec le serpent
ça n'existe pas, ça n'existe pas



Le pingouin branché est hypercool
Il parle le français et l'espagnol
Il adore le planche à voile
ça n'existe pas, ça n'existe pas!



Le Serpent

Le serpent marron
Elle adore l'histoire
Parce que c'est intéressant
Et c'est drôle

Un serpent mange de la pizza
Et des gâteaux
Il adore ça!
C'est miam-miam!



Le serpent habite dans une grande maison
Mais c'est à la campagne
Il y a beaucoup de papillons
Et des oiseaux



Le serpent et son ami vont au monument
Ils adorent ça
Il est charmant
Elle est bonbon



S2 French

Monsieur Nelson's S2 French class have been enjoying writing & performing their own "chansons" and making up nonsense poems about "les animaux" in French.

They have even invented their own dance routines to go with the songs. "En vacances avec mes copines" by Eve, Kate & Sophie was a real hit.

This has followed on from a written piece on holidays and has helped build personal confidence and communication skills.

C'était génial!

Thanks Mr Nelson & S2 French

Lessons from Auschwitz

Miss Mackintosh, Rhona and Torben S6

In November 2017 in conjunction with the Holocaust Education Trust, Miss Mackintosh and two S6 students, Rhona Kerr and Torben Melohn joined over 200 students as part of the Lessons from Auschwitz project (LFA), visiting Auschwitz-Birkenau in Poland. The Lessons from Auschwitz Project is based on the premise that 'hearing is not like seeing' and is a 4-part course which examines in depth the universal lessons of the Holocaust and its relevance for today. Students who complete the course are regarded as 'ambassadors' for the trust, with the aim being that they will continue to keep the lessons of the Holocaust alive, be recounting what they heard and saw during their course and



The Lessons from Auschwitz Project

'A unique four-part course offered by the Holocaust Educational Trust...a journey of learning and exploration about the history of the Holocaust and the world we live in.'

clearly highlight what can happen if prejudice and racism become acceptable. The visits to the former Nazi concentration and death camp of Auschwitz-Birkenau are preceded and followed by half-day seminars, the first of which included hearing a Holocaust survivor speak. This year we were fortunate to listen to the truly eloquent Eva Clarke recount her testimony. Eva was born in Mauthausen concentration camp, Austria, in April 1945. She and her mother were the only survivors of their family, 15 members of whom were killed in Auschwitz-Birkenau. A deeply moving, but at times humorous account of her life growing up before, during and after the Nazi regime, Eva's story was fascinating and moving.

When asked to comment on her visit to Auschwitz, Rhona said, "**Humbled. One word that describes how I felt after visiting Auschwitz Birkenau. Nothing truly prepares you for such a place; the sheer size and careful planning that must have gone into it is shocking to even contemplate. However humbling and emotional, I do not regret going. It has given me a far greater incentive to make a change, to ensure this place is not wiped out of history and memory.**"

Rhona and Torben will be telling others about their experiences at assemblies in January, before and after Holocaust Memorial Day on January 27th. They will also be doing a series of lessons with all S2 classes, which teaches the Holocaust as part of the History curriculum.

If you want to find out more about Eva's fascinating but heart-breaking story you can go online at <https://www.het.org.uk/survivors-eva-clarke>

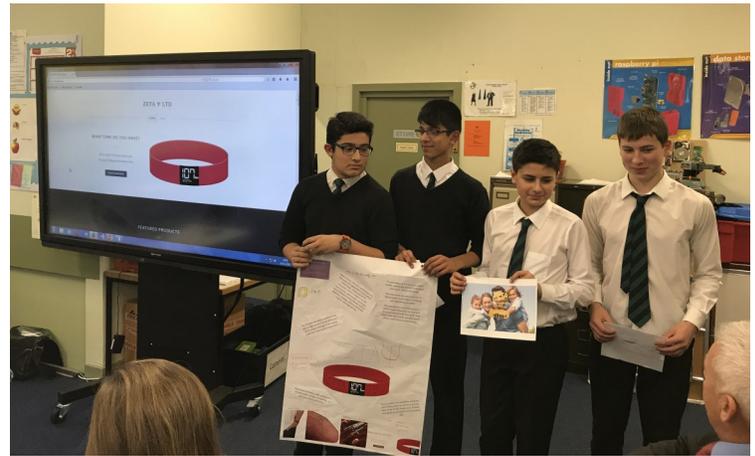
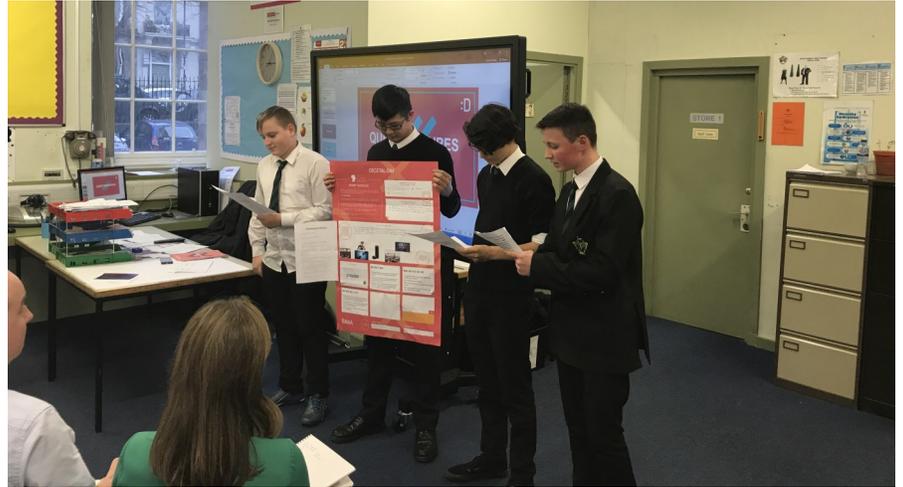
BIMA Digital Day

Some S3 Computing Science students recently took part in BIMA Digital Day. We were paired with a local company, Emperor, which saw the digital professionals head back to school for the day to inspire our students, give them insight into the depth and breadth of careers available, offer practical advice on how to get into digital, and take part in a digital challenge. All of our pupils worked very hard on the challenges and came up with some fantastic ideas.

Overall, we choose two groups to put forward to the National Competition. The overall winners were Daniel, Roger, Onur and Marek who designed an artificial intelligent teacher program.

Our runners up (Aaron, Lazo, Tobiasz and Abhijai) and from a different challenge were Aaron who designed a wristband containing self replicating nonobots to help heal injuries to parts of the body.

Well done again to everyone who took part, the solutions to the challenges were of very high quality and the team work shown that day was super.



Happy
Holidays

*From all the staff and pupils at
Boroughmuir High School.*

*We look forward to seeing you all
in 2018.*

