

# English

## Readathon 2006



The S1 and S2 pupils have recently taken part in Readathon to raise money for the Roald Dahl Foundation which helps children with cancer and leukaemia. The pupils asked friends and family to sponsor them to read as many books as possible over a three week period. The aim was to raise £500 but the children were so enthusiastic and their sponsors so generous that the total was exceeded and a cheque for £546 has been sent off. All pupils who participated were presented with a certificate of thanks from Readathon, by Mrs Scullion, Head of School, at a recent assembly.

Let's hope we can do just as magnificently next year!

# Religious Education



## 24-hour Famine

Congratulations to RE pupils and staff who supported WorldVision's 20<sup>th</sup> anniversary of the 24-hour Famine in February. Funds raised go towards a community in Zambia. Pupils and staff enjoyed a lunch together just before starting at one o'clock.

[https://www.worldvision.org.uk/upload/pdf/24HF07\\_Pack.pdf](https://www.worldvision.org.uk/upload/pdf/24HF07_Pack.pdf)

## ***Human Rights***

*Pupils in S3 have been studying human rights issues, and have produced a number of greetings cards which were sent to prisoners of conscience.*

*<http://www.amnesty.org.uk/>*

# Information for Parents

## Parenting Groups

### *A message from South East CHCP (Community Health and Care Partnership)*

Parents' requests for practical, effective methods for handling their children's behaviour positively, have resulted in South East CHCP organising a rolling programme of parents' groups in the South East Glasgow area.

Bringing up children and handling their behaviour can be a difficult and challenging job. The groups help us realise that everyone is in the same boat, and we all feel inadequate at times.

We have some groups aimed at parents of Pre-school, parents of Primary-aged children, and parents of teenagers. The courses are free and some of them have crèche places. The groups are fun and interactive. Parents share ideas and get support to become more consistent in dealing with their children.

The programmes are supported jointly by Health, Education and Social Work. If you would like more information on groups running in your area, please contact:

Wendy Thomson, Parenting Administration Assistant  
Govanhill Workshpace  
Unit 12, 69 Dixon Road  
Glasgow G42 8AT  
Telephone: 0141-433 4933.

The groups are facilitated by health visitors, school nurses, youth health development worker, social workers and some nursery staff. We look forward to welcoming you to our next group. Contact Wendy for further details on the number above.

## Formative Assessment

As part of their development work and/or training, a number of staff are involved in using teaching methods from 'Teaching for Effective Learning'.

One aspect of this is Formative Assessment, where assessment is used to allow pupils to develop an awareness of how they can improve their learning. For example, with homework, this can be done through 'comment only marking' and 'peer- and self-assessment'.

So do not be alarmed if you do not see a mark out of 10 or 20 in your child's jotter, as the teacher may be trialling the technique with that particular class.

Mark Haddow, Mathematics Department

Recent research has shown unequivocally that improving **formative assessment** improves learning.

*... a gardening analogy ...*

*If we think of our children as plants ... **summative** assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but in themselves they do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.*

*Formative assessment describes processes of teaching and learning, whereas summative assessment takes place after the teaching and learning.*

*"Unlocking Formative Assessment" by Shirley Clarke*

*... if I want my hogs to grow, I don't weigh them, I feed them .. (American farmer)*

*Summative Assessment* – baseline testing; end-of topic tests; National Assessments.

*Formative Assessment* - Clarifying learning intentions at the planning stage; sharing these with pupils; involving them in self-evaluation; focusing oral and written feedback around the learning intention of each lesson or task; appropriate questioning; organising individual target setting; raising children's self-esteem via the language of the classroom.

# Scottish Qualifications Authority (SQA)

## S4-S6 Prelim Exams January and February 2007 and Mobile Phones

We are pleased to report that S4, S5 and S6 pupils were a credit to themselves and to the school during their prelims. They now understand just what will be expected of them during the actual SQA examinations in May and they will be able to face them with confidence. Thank you to all parents and guardians for supporting the school's uniform policy during the exams, but we now need your help with a very important matter, concerning **mobile phones**.

***Pupils are not allowed to bring mobile phones into the exams.***

If a pupil is found to have a phone on his or her person, or if a phone goes off in a pupil's bag, the Chief Invigilator for our school will send a report to the Chief Examiner and the pupil will be awarded a fail in that subject.

***Please impress upon your son or daughter that they must leave their phones at home during the exams.***



Should you need to contact your son or daughter urgently during the exams, the office can pass on a message for you, via Mrs Logan (SQA coordinator).



### Plagiarism

All S4-S6 pupils have been issued an SQA leaflet recently which stresses that it is essential that all work submitted for assignments etc **MUST** be the pupil's own work, and **MUST NOT** have been copied from other sources.

## On-line Registration for SQA results

For the first time, pupils will be able to receive their results a day early if they register to receive them on-line. There will be more information about this very soon.

## Scottish Credit and Qualifications Framework

This new framework applies to exam systems all over Europe. Each examination has been awarded a **level** according to its level of difficulty and a number of **credits** according to the hours of study needed to complete the course. A leaflet has been issued to pupils and you can also look up [www.scqf.org.uk](http://www.scqf.org.uk) for more information.