

# LEARNING AND TEACHING NEWSLETTER



JUNE 2024

Learning today for a better tomorrow



June's newsletter is a recap of what we have been working on this session.  
**Thank you to everyone for their contributions!**

In October we launched our new online toolkit, taking the Learning and Teaching policy digital!

[Have a look here if you haven't already!](#)



In October we also looked at Differentiation with a CLPL session on how to use Digital Tools in the classroom.

Thank you to HFT, Science, Music and Business/Computing for sharing some of the things they were working on!



We also heard from some pupils about their experience of Differentiation in the classroom.

### S4 Pupil

ASN: Literacy Difficulties similar to difficulties associated with Dyslexia

"It really helps when the teacher prints notes for me, instead of copying from the board, and using a Chromebook in class makes a big difference."

### S4 Pupil

ASN: Difficulty in reading

"Having a copy of the notes helps me keep up in class."

### S1 Pupil

ASN: Dyslexic Type Difficulties

"When the teacher gives me a yellow sheet to put over my work I can read it better."



### Questioning

#### Science Department

In Science we use questioning to differentiate for individual pupils, making use of our subject command words. Pupils may be asked to EXPLAIN a concept, or if requiring support this could be changed to STATE. We link this with Higher Order Thinking Skills in our lessons to ensure our Success Criteria is accessible to all.

We display practical examples of the work that pupils have created. This is really helpful in a skills based course like ours to show pupils the standard of work for Bronze, Silver and Gold in BGE.



Where am I @ inmylearning



In November we looked at Retrieval Practice, thank you to all of the departments that shared examples of excellent practice!

Our in class ASN toolkit was launched this session. Thank you to everyone involved in making this happen!



We also took part in some learning visits across the Local Authority

We welcomed Katy Robertson from Johnstone High to do some learning visits this month. We saw some great practice including:

- Starter tasks that created a purposeful and structured beginning to lessons
- Active learning strategies that immersed learners in the content
- Success criteria linked to gold, silver and bronze for meaningful self-assessment.
- Opportunities for collaborative learning including the use of thinking routines like "Think, pair, share" and "See, think, wonder"
- Capitalising on opportunities to discuss equalities in the wider curriculum

Lee was also able to reciprocate the visit and brought back some good practice to share:

- Classroom environments set up to minimise barriers to learning - this was informed by the Circle Framework
- The consistent use of dyslexia friendly backgrounds, fonts and spacing in PowerPoint slides
- High quality feedback provided through learner conversations



December was about Starters and Plenaries, with a CLPL session offered to all staff. Thank you to Social Subjects for sharing what they have been working on!



Starters and plenaries was on the agenda at a recent Department Meeting in the Social Subjects Faculty. They have very kindly shared a list of the resources they have been discussing:

**Starters**

- See, think, wonder
- Fix it statements
- Odd one out
- Fix the mistakes – literacy focus or facts
- Decode the word(s)
- Mentimeter – survey tool and wordcloud  
<https://www.mentimeter.com/>
- Jamboard – digital whiteboard  
<https://jamboard.google.com/>
- Fact tennis – topic on the board, pupils trade facts on that topic until someone ‘wins’
- Brain dumps – good for revision – write down everything you know about a topic
- Wordle – create own using a key word from the topic
- Taboo
- If this is the answer, what is the question?



**Plenaries**

- Post its or Jamboard – write down 1,2,3 things learned (link to SC)
- Exit passes
- Stand and deliver – all pupils have to meet the SC before they sit down
- Give one, get one
- Taboo
- Chilli challenge
- Show me boards
- Traffic lights
- Within lesson – refer back to the SC for the task and ask pupils to rate where they are



We heard from some pupils about their thoughts on Formative Approaches to Assessment

Kahoot and Blooket help me to revise as it is fun and competitive.

S1 Pupil

I find Show Me Boards really helpful as the teacher can see what you get right and wrong, without the whole class seeing it.

S6 Pupil

January focused on Questioning, with a Teach Meet organised to discuss Effective Questioning in the classroom.



We looked at Feedback in February, with information shared about how to use OneNote for giving feedback.



March looked at Active Learning!

**Music**  
S3 pupils using post-its to showcase their level 4 concept knowledge which was great fun in seeing their depth of knowledge when it came to putting them into context



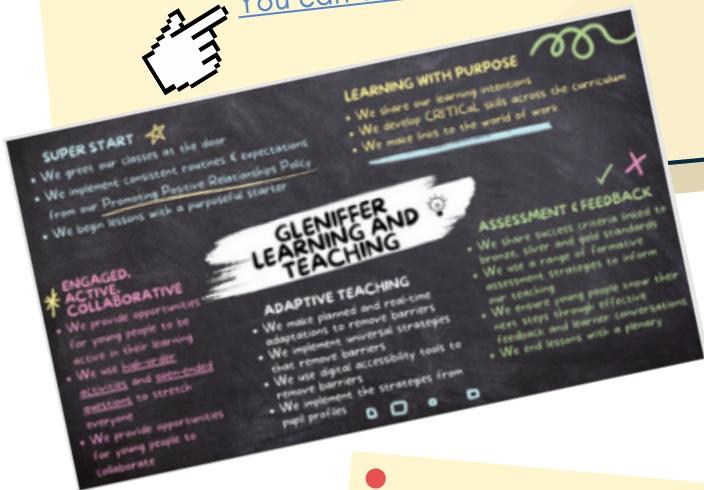
**Methods of Production in Business**

Some of the S3 Business Managers had the opportunity to put their skills and knowledge of production methods into practice by setting up their own production line!



We launched an interactive 'One Pager' on what Learning and Teaching looks like in Gleniffer High School.

[You can access it here!](#)



We pulled together resources to support with Formative Assessment, such as timers and exit passes.

X:\staff\Formative Assessment Toolkit\Resources



Pupil Led Learning was our focus in May



Next session we will be focusing on the different strategies that we can use in our classroom to support the individual needs of pupils.

Each month, we will explore a different approach to differentiation, sharing resources and good practice across the school community.

It would be great to have at least one member of staff from each department involved in the collegiate group – more details to follow in the new session!