

Holy Rood RC High School



S5/6

PARENT/CARER LEARNING INFORMATION

To support you in discussing aspects of your child's learning please find a summary of areas being covered and skills being developed, for each subject, during term 1.

We hope you find this helpful. Do not hesitate to contact the school if you have further questions.

October 2020

S5/6 UPDATE

Head Teacher



Dear Parents and Carers

We value being able to work in partnership with you and in this booklet you will find detailed information to assist your understanding of your child's learning and enable you to further support your child at home as well as allowing you to enter into a deeper dialogue with him/her about school. We very much appreciate all you are doing to encourage positive study habits and good routines.

As you will be aware, there will be no external assessment of National 5 courses this year – either by an exam or by coursework. National 5 courses will now be assessed using an alternative certification approach. This will be based on teacher judgement, supported by assessment resources throughout the year and robust quality assurance at national, local authority and school level. Higher and Advanced Higher externally assessed exams, including the completion of coursework where appropriate, will remain as planned. These exams will start on Thursday 13 May 2021 and finish on Friday 4 June 2021. The SQA will publish the full exam timetable at the end of October.

In Holy Rood, the S5/6 Prelims/Assessment Week will take place early in the new year. The dates are currently being finalised and we will communicate this to pupils and parents as soon as possible. The evidence gathered at this time will contribute to an overview of your son's/daughter's attainment at that point. Further assessments/coursework throughout the remainder of the year will ensure that teachers have a full overview of pupils' continued attainment in order to arrive at final predicted grades and ensure that pupils are fully prepared for final SQA exams. We are confident that we have appropriate measures in place to ensure that pupils are well supported throughout S5/6. Class teachers will share subject specific information with pupils throughout the session.

There will be a further update on your child's progress in term 2. In the event that your child has to self-isolate due to covid, your child will be able to access his/her learning via TEAMS.

Please contact your child's Year Head if you have any questions regarding his/her learning.

Best wishes,

Mrs Daly
Head Teacher

Year Head Update

S5 Pupils



Dear Parents and Carers

It has been fantastic to see the S5 pupils return to Holy Rood this term with energy and an appetite to learn. I would like to thank you for your help and support over the lockdown period in ensuring your child engaged with their home learning where possible. I hope this update provides some insight into your child's return to school and the supports and opportunities available to them.

Interim Reports

Please find enclosed your child's interim report which provides an overview of your son/daughter's learning by subject. This report will indicate the level of study teachers believe your child is currently working at, along with a working grade and next target grade. These levels are not fixed in any way and can change throughout the year depending on a child's progress. The final level of presentation will be agreed early in the new year.

Skills Development Scotland

We are pleased to welcome back Karla Hart, our schools Career Adviser (Skills Development Scotland). Karla has been continuing to support pupils to positive destinations and provide crucial advice and guidance to those applying for College and University. Please encourage your child to speak with Karla if they are planning on leaving school at the end of S5.

Blazers

As you will be aware, we had taken the decision this year to provide blazers to all S5 pupils. We have had positive feedback from pupils so far who all look extremely smart and eager to learn. I appreciate your patience with this process. Mostly all S5 and S6 pupils now have a blazer. We are waiting on a small order to be completed for those who don't.

Many thanks for your support.

Mr Scott
S5/6 Year Head

Year Head Update

S6 Pupils



Dear Parent and Carers

It has been fantastic to see the S6 pupils return to Holy Rood this term with energy and an appetite to learn. I would like to thank you for your help and support over the lockdown period in ensuring your child engaged with their home learning where possible. I hope this update provides some insight into your child's return to school and the supports and opportunities available to them.

UCAS

We recently held special assemblies for all S6 pupils to provide information and guidance on the UCAS application process. Pupils who are intending on going to university next year should already have signed up and now be registered on the UCAS website. There will be ongoing guidance to help support pupils through their applications, particularly when writing their personal statements. Deadlines for early applicants is October and is December for all other applications.

LEAPS

Pupils who have been identified as LEAPS eligible will be involved in with a 1:1 telephone interview over the coming weeks. LEAPS is a widening participation programme which provides support and advice to pupils who are traditionally under-represented in higher education.

School Captains

I am pleased to announce that our school captain election process has now been concluded. Congratulations to Becky Newall who has been elected school captain and Lydia McConnell who has been elected vice-captain. This year, due to the quality and commitment of our candidates, we made the decision to elect an extended leadership team to support our school captains in their duties. Congratulations to Aarondeep Digpal, Sophie Murtaza and Christin Roy who were successful in interview and are part of the S6 Leadership Team.

Prefects





I am delighted to announce that 44 S6 pupils have been successful in their application to take on the role of Prefect. All Prefects have been allocated to a year group and will liaise with the appropriate Year Head for their specific duties and responsibilities. Faculty Prefects will be rolled out soon, which will provide more valuable leadership opportunities and experiences for S6 pupils.

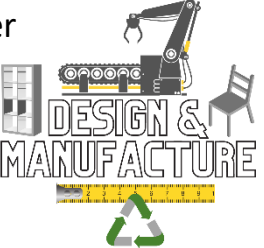
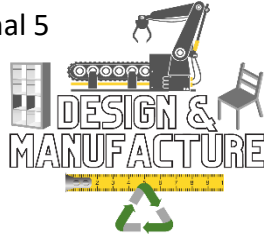
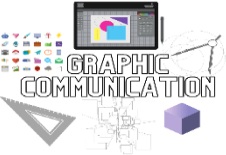
Skills Development Scotland



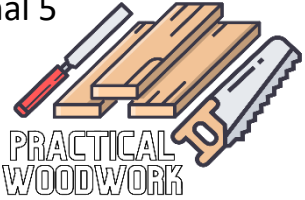
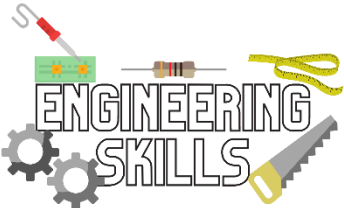
We are pleased to welcome back Karla Hart, our Schools Career Adviser (Skills Development Scotland). Karla has been continuing to support pupils to positive destinations and provide crucial advice and guidance to those applying for college and university. Please encourage your child to arrange an appointment with Karla, particularly if he/she does not intend on going to university.




S6 photographs

S6 individual photographs will take place on Wednesday 28 October. More information will be sent out in due course. Please remind your pupil to wear full school uniform, including a tie and blazer on this date.

FACULTY NAME	Business & Computing	
Subject	Learning focus by subject	At home, you can help by
ADMINISTRATION & IT HIGHER GRADE 	<p>Higher Grade pupils have been improving their IT skills by learning to use advanced features of Microsoft Word software including creating contents pages, footnotes and endnotes, watermarks and section breaks. They have also been learning about the benefits of using Teams in the workplace. They have recently completed a theory assessment for the Teams unit of work.</p>	<p>Asking pupils to demonstrate the advanced features of the software packages. Teaching someone else how to use the software will improve their knowledge and skills. Encourage them to revise thoroughly for assessments.</p>
ADMINISTRATION & IT NATIONAL 5 	<p>National 5 pupils have been improving their IT skills by preparing a range of business documents – Letters, Reports, Displays/Adverts, Forms – using Microsoft Word software. Pupils have also been learning about the role of an Admin Assistant and the importance of Health & Safety procedures in the workplace.</p>	<p>Encouraging pupils to practice their IT skills at home, if possible, to help improve their accuracy and presentation. Encourage them to revise thoroughly for assessments.</p>
BUSINESS MANAGEMENT HIGHER & NATIONAL 5 	<p>Higher Grade and National 5 level pupils have been working on the Understanding Business unit of work this term. They have been learning about Private, Public and Third sector organisations, influence of Stakeholders, sources of finance, internal and external factors that impact an organisation. All pupils have been improving their skills answering exam style questions for N5 and Higher courses. Pupils will have completed short assessments for this unit by the October break.</p>	<p>Encouraging pupils to read BBC Business News articles on a regular basis. Using their course notes booklets, ask pupils to explain the meaning of key business words/terms. This will help with their understanding and depth of knowledge.</p>
COMPUTING SCIENCE HIGHER GRADE & NATIONAL 5 	<p>Higher Grade and National 5 level pupils have been working on the Software Design & Development Unit for the Computing Science courses. They have developed and improved their skills using Python programming language.</p> <p>Pupils can access an online version of the Python software package allowing them to improve their skills at home. Pupils are aware of how to access the online software package. Tasks and activities are accessible for pupils in TEAMS.</p>	<p>Encouraging pupils to use the online version of Python programming language to further improve their computer programming skills along with their problem-solving skills. Remind pupils about homework tasks and revising for course assessments.</p> <p>Online links: www.w3schools.com/python/ www. repl.it</p>

FACULTY NAME	Design, Engineering and Technology	
Subject	Learning focus by subject	At home, you can help by
<p>Design & Manufacture Higher</p> 	<p>Pupils are developing their creativity as well as numeracy and problem-solving skills. Pupils are developing their knowledge and understanding in relation to the design and manufacture of products. Pupils are currently working through disassembling a product to reverse engineer a product. Pupils are also creating a portfolio for an outdoor seat. Pupils also spend 1 period per week on theory, developing their overall knowledge and understanding to help support them for their exam.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.
<p>Design & Manufacture National 5</p> 	<p>Pupils have been working on designing a light that will hold a standard USB connection. During the project learners have been developing their theory related to the project. Learners have been exploring different ways to create ideas, how to develop their ideas further and what materials and manufacturing processes would be suitable for their product.</p> <p>Pupils have also been exploring the different design factors and how they relate to the design of products.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.
<p>Graphic Communication Higher</p> 	<p>Higher Grade pupils have been working on the 2D and 3D unit of work this term. They have been learning about Desktop Publishing Elements and Principles, Thumbnail sketches and Computer Aided Design. All pupils have been improving their manual skills in preparation for their assessment folio. Pupils will have completed short assessments for this unit by the October break.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.

<p>Graphic Communication National 5</p> 	<p>National 5 pupils have been working on the 2D and 3D unit of work this term. They have been learning about Desktop Publishing Elements and Principles, Thumbnail sketches and Computer Aided Design. All pupils have been improving their manual skills in preparation for their assessment folio. Pupils will have completed short assessments for this unit by the October break.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.
<p>Graphic Communication National 4</p> 	<p>National 4 pupils have been working on the 2D and 3D unit of work this term. They have been learning about Desktop Publishing Elements and Principles, Thumbnail sketches and Computer Aided Design. All pupils have been improving their manual skills in preparation for their Added Value Unit assessment folio. Pupils will have completed short assessments for this unit by the October break.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.
<p>Practical Woodworking National 5</p> 	<p>Pupils have been working through the three units of the course, Flat-Frame construction, Carcase Construction and Machining and Finishing. They have completed the Carcase construction unit manufacturing their required practice joints and their corner cabinet and have started to work through the Machining and Finishing unit. They are focused on learning the skills required to be able to undertake their practical assessment later in the session, this assessment piece is set by the SQA and assesses all the skills built up throughout the course. They will all have completed an assessment by the October break.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.
<p>Skills for Work: Engineering National 4/5</p> 	<p>Pupils have been working on completing two out of the four units required for this course this term. They have been working on employability skills and have undertaken a mock interview to develop communication skills. They are also currently undertaking their mechanical unit where they have been developing their practical skills through the manufacture of a bird feeder. All pupils have been improving their manual skills in preparation for their assessment folio. The assessment of this course is continuous throughout the year and is based on the work that the pupils complete within class time.</p>	<ul style="list-style-type: none"> • Asking questions. • Re-reading theory notes with pupils. • Reminding them to check TEAMS for files/updates as well as set assignments.

FACULTY NAME	English	
Subject	Learning focus by subject	At home, you can help by
<p>Advanced Higher English</p>  <p>gg57326897 www.gograph.com</p>	<p>Pupils have begun analysing two drama texts – “The Glass Menagerie” and “A Streetcar Named Desire” - for the Literary Study element. We have also begun work on the Textual Analysis element, looking at drama and prose texts.</p> <p>Pupils have chosen texts for their Dissertation, started note-taking, chosen a focus for their study and will now write an opening paragraph. We will move on to planning the dissertation and should have a first draft from each pupil around December.</p> <p>Pupils are currently producing a drama piece. They will be moving on to ‘blackout poetry’ and a prose piece.</p>	<p>Encouraging your son/daughter to:</p> <ul style="list-style-type: none"> • Work independently on all areas of the course • Meet deadlines • Produce handouts for class • Lead tutorials • Take part in discussion • Explore secondary sources for dissertation
<p>Higher English</p>  <p>gg57326897 www.gograph.com</p>	<p>We have started on our Set Texts – the short stories of Norman MacCaig and are learning how to analyse and evaluate literary techniques.</p> <p>We have also begun developing Close Reading Skills, looking forward to the assessment of Reading for Understanding, Analysis and Evaluation. Folio preparation is well underway with classes either completing or about to begin drafting their reflective writing. Work on Persuasive essays should be underway – either note taking, research or planning for writing.</p>	<p>Encouraging your son/daughter to:</p> <ul style="list-style-type: none"> • Complete homework set by teachers. • Read, read, read! Either fiction or nonfiction. • Stay up to date with the writing tasks – reflective/personal writing • Stay up to date with classwork, especially notes given by teacher.
<p>National 5 English</p>  <p>gg57326897 www.gograph.com</p>	<p>We have started on our Set Texts – the poems of Norman MacCaig and are learning how to analyse and evaluate literary techniques. Classes will be starting a second text in the next few weeks – either drama or prose.</p> <p>We have also begun developing Close Reading Skills, looking forward to the assessment of Reading for Understanding, Analysis and Evaluation. Folio preparation is well underway with classes either completing or about to begin drafting their reflective writing. Work on Persuasive essays should be underway – either note taking, research or planning for writing.</p>	<p>Encouraging your son/daughter to:</p> <ul style="list-style-type: none"> • Complete homework set by teachers. • Read, read, read! Either fiction or nonfiction. • Stay up to date with the writing tasks – reflective/personal writing • Stay up to date with classwork, especially annotating poems and notes given by teacher.

National 4 Media/
National 5 Literacy









Pupils are continuing to work on developing and extending their literacy skills to enable them to complete the National 5 Literacy unit. For this unit pupils complete tasks in reading, writing, talking and listening. The class have been looking at readings skills and are about to sit a reading assessment. We will then start a travel unit with a focus on functional writing and talk skills.

The class are also studying a number of elements of media analysis to enable them to complete N4 assessments for media. We have started with film language and looked at a number of examples. We will then be going on to look at other areas such as audience, representation and narrative with relevant texts to enable pupils to pass assessments in these elements.

Encouraging your son/daughter to:

- Complete homework set by teachers.
- Read, read, read! Either fiction or nonfiction.
- Stay up to date with the writing tasks – reflective/personal writing
- Stay up to date with classwork, especially annotating poems and notes given by teacher.

FACULTY NAME	Expressive Arts	
Subject	Learning focus by subject	At home, you can help by
<p>Art & Design Advanced Higher</p>  <p>Art and Design</p>	<p>Pupils undertake a folio of work on a single theme. The artwork is worth 64%. The written work is worth 36%.</p> <p>Pupils are encouraged to work on different scales using a range of media such as pencil, coloured pencils, felt tips, collage, pen and charcoal to create their individual Artwork.</p> <p>Pupils should also be looking at the work of artists working in a similar genre to them. Currently pupils are looking at artists such as Monet, Giacometti, Albers etc.</p>	<p>Encouraging your son/daughter to do</p> <ul style="list-style-type: none"> • Regular Sketching in art workbook or on paper • Check assignments on TEAMS
<p>Art & Design Higher</p>  <p>Art and Design</p>	<p>Expressive – The Expressive element of Higher is worth 100 marks. Pupils have been working on research and development in class. Pupils should aim to have at least 4 single item objects and at least four compositions completed by the end of October. Pupils have taken visuals of their theme on their phones and these may also be on TEAMS.</p> <p>Design – Pupils are working on a Graphic Design unit. By October, they should have completed at least 4 investigation drawings, 3 developments of these, 2 patterns and lettering. From October onwards, pupils will be working on compositional developments.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Check TEAMS for assignments • Experiment with photopea.com • Study artist/designer regularly along with Art & Design terminology.
<p>Art & Design National 5/4</p>  <p>Art and Design</p>	<p>Pupils are working on Design. This comprises of three stages; Investigation & Research, Development and a Solution from a Design Brief they have created. The design units are either Graphic Design or Ceramics and within each unit, personalisation and choice is offered to allow pupils the opportunity to explore new creative techniques.</p> <p>Typically, the entire Design course is completed by December.</p> <p>The written element & Expressive is a course requirement and will be completed in term two.</p>	<ul style="list-style-type: none"> • Encouraging regular Sketching in art workbook or on paper • Checking assignments on TEAMS • Completing Research work at home

<p>Drama Advanced Higher</p> 	<p>Pupils have been exploring dramatic practitioners to investigate performance skills theories. They have worked together to practically explore these theories and each created a play which has been self-devised and directed. Pupils are also working on their dissertation by exploring performance issues that interest them, including characterisation skills, invisible theatre and social issues. Pupils are beginning to narrow down their ideas and are working on creating an investigation question. Pupils will soon receive scripts that they will use for their practical exams this year.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • watch performances from home to help with their assignment and complete a research sheet for this. • maintain progress on their dissertation throughout the year by reading sources and editing their project.
<p>Drama Higher</p> 	<p>Pupils are currently working on both written and practical elements of their course. Pupils have explored a published dramatic play and then explored the themes/issues/contexts of this to help create their own stories which have been self-directed and presented. They have been working on developing essay skills to help pass the written element of the course. This involves demonstrating an understanding of their chosen text (the play they have read) and reflecting upon this. Pupils will soon be given their practical exam script and will begin rehearsing this with their group before presenting this for their Prelim exams.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Check TEAMS regularly, Keep Homework tasks up-to-date • Learn their lines at home • Practice exam style essay questions
<p>Drama National 5/4</p> 	<p>Pupils are currently working on both written and practical elements of their course, working towards achieving National 4 and National 5 assessment standards. Pupils have one period a week dedicated to written theory and two towards practical presentations. Pupils have read a scripted professional play and have begun to discuss its dramatic features including themes, issues, and key messages. They have then used this text as a stimulus to create their own dramas which explore social context and educate audiences about a theme/issue as part of their Drama Skills unit. After completing this unit, pupils will be allocated a performance text/group that they will work on for their National prelims.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Check TEAMS regularly, Keep Homework tasks up-to-date • Learn their lines at home • Practise exam style essay questions

Media
Higher



The course is divided in two - 50% of the marks are given to the exam, and 50% are given to a practical assignment. Pupils have started both sections of the course.

Analysing media content in context (exam preparation)

Pupils have been shown three film texts and discussed them in class. They have discussed the key aspects of media theory and written work on each film studied as well as past paper questions which have been marked and fed back to pupils.
Currently, pupils are refining their responses to meet SQA exam criteria.

Creating media content (practical assignment)

Pupils have chosen a brief to pursue from a small selection and have researched how to pursue their chosen topic. Pupils have chosen to create a movie trailer based on a non copyrighted book of their choice. Pupils have started the planning essay worth 25% of their overall grade in media.
Currently, pupils are researching audience needs that may influence their chosen trailer.

- Encouraging your son/daughter to
- Check TEAMS regularly for homework tasks
 - Complete SQA past papers
 - Plan essays available on onedrive




Media
National 5





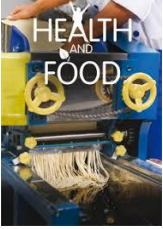


The media course is in 2 sections of 60 marks. (60 for the exam and 60 for a practical assignment) Pupils have been working towards completing their assignment, which involves them planning, researching and adapting their own movie trailer that they will eventually make into a storyboard. Pupils complete a planning essay, usually by December, then a storyboard, and evaluation essay completed by March.

Pupils have also been introduced to the first film we will be studying for the exam, and the prelim exam in November/January. The pupils will study three films in total, all of which will be completed by November.

- Encouraging your son/daughter to
- Check TEAMS regularly for homework tasks
 - Plan essays should be worked on at home
 - Complete papers available online.

<p>Music Advanced Higher</p> 	<p>The course is made up of 3 different parts, performance skills, composing skills and understanding music. Performance Skills – 50% Pupils are working on 2 instruments, they will be required to perform an 18-minute programme at Grade 5 level. Composing skills – 15% Pupils are working on an original composition and an analysis of a piece of music. Pupils are working on a chord sequence or planning their composition. Understanding Music – 35% Pupils will learn new concepts which they must identify whilst listening to music. Currently we are studying the History of the Renaissance period, we will soon be looking at Baroque Music.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Practise regularly at home 30 mins a day (weekdays) • Check TEAMS for homework activities • Consolidate concepts using this website: www.mymusiconline.com
<p>Music Higher</p> 	<p>The course is made up of 3 different parts, performance skills, composing skills and understanding music. Performance Skills – 50% Pupils are working on 2 instruments, they will be required to perform a 12 minute programme at Grade 4 level. Composing skills – 15% Pupils are working on an original composition. Pupils are currently working on writing chord sequences as a basis for their compositions. Understanding Music – 35% Pupils will learn new concepts which they must identify whilst listening to music. Pupils are just about to complete a unit on 20th century music and then they will be practicing exam style questions.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Practise regularly at home 20 mins a day (weekdays) • Check TEAMS for homework activities • Consolidate concepts using this website: www.mymusiconline.com
<p>Music National 5/4</p> 	<p>Pupils work on the three elements of the music course one period a week, Composing, Understanding Music and Performing. Performance – Pupils are working with level specific music, given to them by the classroom teacher or Music Instructor. Composition Pupils are working creating their own piece of original music. Currently we are looking at different genres of music and chord sequences. Understanding Music – Pupils have completed a unit on Vocal Music and have started a unit on Instrumental music.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Practise regularly at home 10 mins a day (weekdays) • Check TEAMS for homework activities • Consolidate concepts using this website: www.mymusiconline.com

<p>Photography Higher</p> 	<p>This course comprises of 2 parts: Folio – 100 marks and externally assessed exam – 30 marks</p> <p>The folio is broken down into 3 areas:</p> <p>Planning, Research and Investigation – Pupils are to complete a thorough plan of their photoshoots along with extensive investigation around equipment, techniques and influential photographers.</p> <p>Development – Pupils are required to carry out 12 photoshoots, planning, editing and evaluating each one as they go.</p> <p>Evaluation – A detailed evaluation is completed at the end of the course to outline strengths and areas for development.</p>	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Check TEAMS for Homework • Engage with supporting on OneDrive • Take photoshoots for portfolios
<p>Photography NPA 5</p> 	<p>The course comprises of 4 units:</p> <ul style="list-style-type: none"> • Understanding Photography – Explaining photographic terms and their meanings as well as analysing photographs. • Photographing People – Planning photography sessions to take controlled, composed photographs of people • Photographing Places - Planning photography sessions to take controlled, composed photographs of places • Working with Photographs – Enhancing and evaluating images from photoshoots. Store and present images safely and effectively. 	<p>Encouraging your son/daughter to</p> <ul style="list-style-type: none"> • Check TEAMSs regularly for homework • Complete online PowerPoints on Teams & OneDrive • Create photoshoots with varying viewpoints, compositions, lighting and camera functions.




FACULTY NAME	Food & Textile Technology	
Subject	Learning focus by subject	At home, you can help by
<p>Health and Food Technology Higher</p> 	<p>The pupils are studying the Food for Health unit, they started by covering Nutrition and Current Dietary Advice, they have now moved onto studying Dietary Diseases.</p> <p>This unit very much underpins the course so requires pupils to develop a thorough understanding of each subtopic.</p>	<p>Encouraging pupils to tell you about the foods they are eating so they can recall knowledge on nutrients and current dietary advice.</p>
<p>Fashion and Textile Technology Higher/National 5</p> 	<p>The pupils have been studying where textiles come from, both natural and man-made textiles and the characteristics and properties associated with them. The class have now moved onto looking at different fabric construction techniques and how to make textile items with a wide range of sewing construction techniques.</p> <p>We have made a range of simple textile items using a variety of techniques with different fabric types. The pupils are now making a more complex item to practise a range of these skills.</p>	<p>Encouraging pupils to revise work from class and complete homework thoroughly. Looking at their clothes labels will help them apply knowledge covered in class.</p>
<p>Practical Cookery National 4/5</p> 	<p>The pupils completed an induction unit and have now started on the first unit: Cookery Skills, Techniques and Processes, this covers a wide range of practical skills which the pupils need to master as the course progresses.</p> <p>In addition, the pupils are studying for the Elementary Food Hygiene certificate awarded by the Royal Environmental Institute of Scotland, this is a requirement for any person employed in the food industry.</p>	<p>Encouraging pupils to make dishes at home as often as possible including cleaning up.</p> <p>The course requires candidates to be organised and competent in many culinary skills and this requires practice.</p>

Cake Craft
LEVEL
National 5



Pupils have completed the induction unit and have started on the basic skills, they are familiarising themselves with the cake craft terminology, the specialist equipment and developing the very specific skills demanded by this course.

Baking at home would help pupils to become competent at basic cake making.



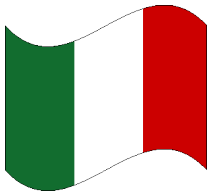
FACULTY NAME	Mathematics	
Subject	Learning focus by subject	At home, you can help by
<p>National 5</p> 	<p>National 5 pupils have been working through the Top 10 Topics at National 5. They have covered 7 main topics which are Volume, Algebraic Skills, Fractions, Algebraic Fractions, Arcs and Sectors, Percentages, Equations and Inequalities, and Straight Line. This has developed their Numeracy and Problem-Solving skills and enhanced their logical thinking.</p> <p>All pupil materials and tasks are accessed via MS Teams. They are due to sit a Progress Test after the October break. (Tuesday 27th October and Wednesday 28th October).</p>	<p>Helping pupils organise their time for study and priority of tasks through checking tasks on MS TEAMS. Helping them have a quiet place for study away from distractions. Encouraging pupils to complete all homework tasks and prepare fully for their upcoming progress test. Encouraging pupils to use SCHOLAR to aid their revision.</p>
<p>Higher</p> 	<p>Higher Mathematics pupils have been improving their mathematical and problem-solving skills through the topics of Straight Line, Circle, Quadratics, Differentiation and Integration. They have been recognising the links between each of these topics and how to apply their skills to exam style questions. They will be sitting a progress test after the October holidays assessing their skills on each of the topics completed to date.</p>	<p>Encouraging the pupils to access TEAMS for their notes and assignments. Encouraging them to use both SCHOLAR and highermathematics.co.uk to access a wide variety of notes and questions. The pupils have a username and password for both websites. Encouraging them to thoroughly revise for upcoming assessments using the above resources.</p>
<p>Advanced Higher</p> 	<p>Advanced Higher pupils have been studying Differentiation and Integration whilst reviewing the Partial Fractions and Binomial Theorem topics covered during school closure. Critical thinking and analysis skills have been developed. Homework assignments are set through MS Teams and pupils have been managing their workload in terms of completing classwork and revising for the first progress assessment which will take place just after the October holiday.</p>	<p>Encouraging pupils to organise their time and tasks to keep their workload manageable. Supporting them in accessing websites and resources online for revision. Encouraging them to keep things in perspective and congratulate them on their hard work when they succeed.</p>

Personal Finance




Pupils have been exploring themes such as managing household costs, insurance, pensions and tax-free savings. They have been developing their Numeracy, organisational and independent thinking skills. They will soon sit the assessment on Money Management.


Talking about money management and giving real life examples to pupils. Encouraging pupils to catch up with work through MS TEAMS if they are falling behind, or absent. Helping them consolidate their learning by reviewing materials from class regularly.

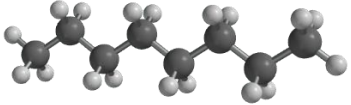

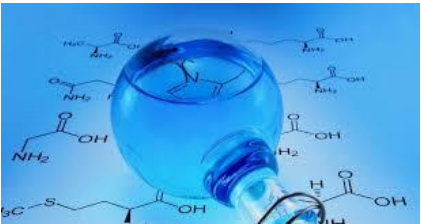
FACULTY NAME	Modern Languages	
Subject	Learning focus by subject	At home, you can help by
<p>ITALIAN <i>HIGHER</i></p> 	<p>Higher Italian pupils are currently working within the context of Society, considering family relationships, healthy and unhealthy lifestyles, and the role of technology in our lives. They continue to develop and improve their skills of listening, reading, talking and writing within the topic area, but are also tackling the new discipline of directed writing where they are asked to write about a scenario, including particular details. Knowledge about language is far more important at this level, and so there is a greater emphasis on revisiting previously covered grammar, as well as using more complex structures. All topics and language learned build towards preparation for the Performance: Talking. The next context will be Learning.</p>	<ul style="list-style-type: none"> • Reminding your young person to complete homework tasks by the deadline given • Encouraging him/her to do regular study using course notes/vocabulary jotters so that he/she is ready for upcoming assessments and to allow consolidation of learning • Encouraging him/her to make use of recommended websites for practice and extension of language • Encouraging him/her to use TEAMS to access school work during any absences from school
<p>FRENCH <i>HIGHER</i></p> 	<p>Higher French pupils have been working on development of their Reading, Listening, Writing and Speaking skills this term. We have worked on the Society topics of Family & Friends, Marriage, Healthy Living and Lifestyles, as well as working through grammar points to compliment Higher Grade standards of writing and accuracy. We have also been looking at the Directed Writing component of the exam and producing practice pieces to develop knowledge of how to tackle this Writing exam.</p>	<ul style="list-style-type: none"> • Asking pupils to read out loud their Speaking answers to topical questions. • Facilitating opportunities to watch French films and listen to French music. • Encouraging use of a diary with deadlines and dates to work to • Giving encouragement to revise thoroughly for assessments and to keep up with weekly homework.
<p>ITALIAN NATIONAL 5</p> 	<p>National 5 Italian pupils are currently working within the context of Society and on the topic area of My City. Pupils are developing and improving their listening reading, talking and writing skills within the topic area and have also been learning and revising key aspects of grammar to allow them to understand information about and to talk and write about their city, home area as well as exploring the advantages and disadvantages of living in the city and the countryside.</p>	<ul style="list-style-type: none"> • Reminding your child to complete homework tasks • Encouraging him/her to do regular study using their course notes/vocabulary jotters so that he/she is ready for upcoming assessments and to allow to consolidation of learning.


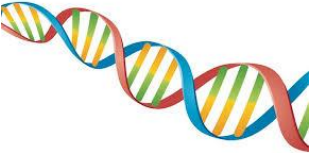
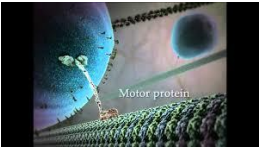
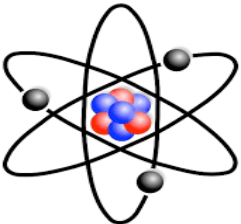
This also includes the topic of environmental issues. Pupils will soon undertake assessments in reading and listening to allow staff to gather evidence of knowledge and understanding gained this term. We will then move on to the context of **Culture** and the topic area of **Holidays**. National 5 pupils will then prepare their Performance Talk presentations on the same topic.




- Testing him/her on vocabulary – e.g. you read the English and they tell you the Italian
- Encouraging him/her to use TEAMS to access school work during any absences from school



<p>FACULTY NAME</p>	<p>Physical Education</p>	
<p>Subject</p> <p>Physical Education Higher</p>  <p>gg78929576 www.gograph.com</p>	<p>Learning focus by subject</p> <p>Higher pupils have been working through The Cycle of Analysis for the Physical Factor. Pupils have been creating and implementing Personal Development Plans, which they have carried out during practical lessons. They have been modifying their PDPs and learning how to analyse and evaluate performance. Pupils have been completing past paper questions during theory lessons (including writing structure). Pupils have been working towards performance development.</p>	<p>At home, you can help by</p> <p>Encouraging pupils to engage with revision materials posted via TEAMS.</p> <p>Encouraging pupils to regularly engage with the completion of homework task within “Assignments,” on TEAMS.</p> <p>Reminding pupils about homework tasks and revising for course assessments, referring them to supports to help with their revision:</p> <p>Higher Hammond Excel Tool Higher PE – SATPE resource located in Teams Higher PE – BBC Bitesize</p>



FACULTY NAME	Religious Education	
Subject	Learning focus by subject	At home, you can help by
<p>Religious Education</p> 	<p>S5/6 pupils are following the National 'This is our Faith' Curriculum for Excellence syllabus for Roman Catholic Schools where they are invited to grow in knowledge, understanding and faith and/or appreciation of faith as well as developing a deeper awareness of other religions.</p> <p>S6 Pupils The 'Called to Love' programme "Responsible in Love", explores the theme of "What it means to be fully human?". It encourages positive discussion where the focus is placed on understanding of both humanity and sexuality and the impact they have on our relationships with others. Pupils have the opportunity to gain a greater understanding of Christian values and the importance of respecting themselves and others in all aspects of life. The Caritas Award Programme is offered to all S6. This year, 40 pupils are connecting with their local faith community, be it Catholic, other Christian denominations, Muslim or Hindu.</p> <p>S5 Pupils The Called to Love Programme, "Faithful in Love" enables pupils to explore the theme of "What makes a true relationship with others and God?". It encourages positive discussion where the focus is on understanding different kinds of relationships and how to build and sustain them. Pupils have the opportunity to gain a greater understanding of Christian values and the importance of respecting themselves and others in all aspects of life. The new National Equality and Inclusion Programme is currently being delivered and the focus is the nine Protected Characteristics and Catholic Social Teaching. Pupils are encouraged to discuss these characteristics which focus on the Christian vision of the dignity of the human person and they are asked to reflect upon how this has contributed to shaping the person they are today. Pupils are asked to consider their own experiences and reflect on how, through their intelligence and compassion they can develop a deeper awareness of the value of themselves and others.</p>	<p>Encouraging your son/daughter to contribute positively to Holy Rood's school community.</p> <p>Engage in caritas activities such as helping at prayer services or volunteering.</p>





FACULTY NAME	Science	
Subject	Learning focus by subject	At home, you can help by
<p>Chemistry National 5</p> 	<p>Pupils are currently working their way through Unit 1 - Chemical Changes and Structure. This Unit covers the following topics: Rates of Reaction, Atomic Structure, Chemical formulae, Bonding, Energy Changes and Acids and Alkalis. This Unit will be assessed in early November</p> <p>After unit 1 is assessed the classes will be moving on to Unit 2 – Natures Chemistry. Both Unit 1 and Unit 2 material will be assessed in the Prelim.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 assessment and upcoming prelim exams.</p> <p>Ensuring the pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>
<p>Chemistry Higher</p> 	<p>Pupils are working through a combination of Unit 1 – Chemical Changes and Structure, and Unit 3 – Chemistry in Society.</p> <p>Some classes have already completed a grading assessment for Unit 1 and will have their results and next steps. The other class will be doing so very soon.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 and Unit 3 assessments and upcoming prelim exams.</p> <p>Ensuring the pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>
<p>Chemistry Advanced Higher</p> 	<p>Pupils have almost completed Unit 1 – Physical and Inorganic Chemistry and will be assessed at the end of October.</p> <p>The classes have now moved on to Unit 2 – Organic Chemistry and Instrumental analysis.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 assessment and upcoming Prelim exams.</p> <p>Ensuring the pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>

<p>Biology National 5</p> 	<p>Pupils have been working their way through Unit 1 – Cell Biology. This unit will be assessed before the October Holidays.</p> <p>After this, the classes will go on to Unit 2 – Multicellular Organisms. It covers the following topics: Producing new cells, Control and communication, Reproduction, Variation and Inheritance, Transport systems in plants, Transport systems in animals and Absorption of materials. The classes will also be preparing for the Prelim exam.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 assessments and upcoming prelim exams.</p> <p>Ensuring pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>
<p>Biology Higher</p> 	<p>Pupils are working through Unit 1 – DNA and the genome.</p> <p>Some classes have already completed a grading assessment for Unit 1 and will have their results and next steps. The other class will be doing so very soon.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 assessments and upcoming prelim exams.</p> <p>Ensuring the pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>
<p>Biology Advanced Higher</p> 	<p>Pupils have completed the smaller Unit 3 – Investigative Biology and almost completed Unit 1 – Cells and proteins.</p> <p>They have been assessed on Unit 3 already and the Unit 1 assessment will come up soon after.</p>	<p>Encouraging the pupils to complete any homework and revision for the Unit 1 assessment and upcoming Prelim exams.</p> <p>Ensuring the pupils are able to access the TEAMS page for their class and have accessed Scholar online learning resources – password available from their teacher.</p>
<p>Physics National 5</p> 	<p>Recently we have been learning about Waves. The content covered includes wave properties, sound as a wave, refraction of light and the electromagnetic spectrum. Pupils are now revising these topics ready for their next National 5 Unit test which will take place after half-term.</p> <p>Once pupils have completed this assessment, they will be moving on to study Dynamics – the Physics of moving objects.</p>	<p>Checking that pupils can access the revision materials on the TEAMS page for their class and are aware of the extra resources on BBC Bitesize.</p> <p>Encouraging pupils to make sure that they have completed the Waves topic booklet that has been provided.</p>

<p>Physics Higher</p> 	<p>Pupils are nearing completion of the first Unit, Our Dynamic Universe. Having completed an assessment on the first half of the unit, classes will be assessed on the final three topics; Gravitation, Special Relativity and the Expanding Universe after half term.</p> <p>The next full Unit to be covered will be Particles & Waves, followed by Electricity.</p>	<p>Ensuring pupils have access to the revision materials on the TEAMS page for their class and are aware of the resources on BBC Bitesize and Scholar.</p> <p>Checking that pupils are using the SQA past paper questions that have been provided as an extra revision resource.</p>
<p>Physics Advanced Higher</p> 	<p>Two parts of the course have now been completed; Quantum Physics and Rotational Motion. Having already completed an assessment on quantum theory, pupils will be assessed on the second section after half term. This includes three parts; kinematic relationships, angular motion and rotational dynamics.</p> <p>The next two areas to be covered will be Waves and Astrophysics.</p>	<p>Encouraging pupils to access the revision materials on the TEAMS page for their class and are aware of the resources on Scholar.</p> <p>Checking that pupils are using the tutorial questions that have been provided as an extra revision resource.</p>
<p>Laboratory Science National 5</p> 	<p>Pupils have almost completed 2 out of the 4 units of work for this practical course. In Unit 1 they studied careers and industries that link well this course and looked at their own skills and what they would do to improve these. In Unit 2 the pupils have been learning the basics for working in a laboratory – carrying out risk assessments, understanding safe handling of chemicals and preparing stock solutions.</p>	<p>The majority of this course is based around practical work, that can only be completed in class.</p> <p>If they can keep up with the practical work in class, then there is little work that needs done at home. Some pupils will need to catch up on missed work and later in the course will be expected to complete a C.V.</p>

FACULTY NAME	Social Subjects	
Subject	Learning focus by subject	At home, you can help by
<p>Geography <i>HIGHER</i></p> 	<p>Pupils have completed the two parts of the physical landscape section: glaciation and map skills. The human landscape units of population and land use conflict are also complete.</p> <p>Pupils have recently started the hydrosphere unit and will be moving on to study the rural land degradation unit.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise.</p>
<p>History <i>HIGHER</i></p> 	<p>Mrs Kane's class</p> <p>Pupils are working on the Scottish unit of the Higher course (The Wars of Independence 1249-1328) and have completed the first 3 Issues.</p> <p>Pupils have learned how to answer 3 of the 4 exam questions in the Scottish paper of the Higher exam: Evaluate the usefulness, How fully and How much. They are currently finishing off this unit and will be learning the fourth and final exam question, Explain. This will be followed by an end of unit assessment to test Knowledge and Understanding as well as the four exam questions.</p> <p>Mrs Greig and Miss Glover's class</p> <p>Pupils are dividing their time between Mrs Greig's and Miss Glover's Higher class. In Miss Glover's class pupils are working on their Scottish unit of the Higher Course – 'The Wars of Independence'. Pupils have completed the first 2 Issues and have learnt how to do their 'Evaluate the Usefulness' question. They will continue to work through this course until Christmas and pupils will learn how to complete 3 other exam questions. This will be followed by an end of unit assessment to test knowledge and understanding. With Mrs Greig, pupils have been working on the British topic. They have completed the first two issues and learned how to write a Higher essay. Pupils have completed one essay in timed conditions and will do another after the October break. Next term, pupils will study the final two issues of the British topic and will continue to be assessed through timed essays.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes.</p> <p>Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise</p>

<p>History <i>NATIONAL 5</i></p> 	<p>Miss Glover's class Pupils are working on their British unit of the National 5 course; 'The Atlantic Slave Trade' and have recently completed a knowledge assessment on Sections 1-3. Pupils have learnt how to do 5 out of the 6 questions required for National 5 and have practicing timed questions in class every Wednesday. Moving forward, they will be finishing off this unit and completing their assessment before starting their second topic; 'The Era of the Great War'.</p> <p>Mr Gray/Ms McClintock's class Pupils have completed their first topic: 'The Atlantic Slave Trade'. They have also covered most of the National 5 exam skills.</p> <p>Pupils have recently completed a knowledge assessment on the topic and will be practicing questions and revising knowledge before beginning the second topic: 'Era of the Great War'.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes. Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise</p>
<p>Modern Studies <i>HIGHER</i></p> 	<p>Mr Radford's class Pupils have completed work on the Democracy in Scotland and the UK topic, and have sat the test for this unit. They have access to the notes for the topic through Microsoft Teams and should continue to revisit these notes as we move forward. They have also covered the first of three Enquiry Skills (Accuracy questions), and an explainer of how to do these questions is also on the TEAMS site. They are now moving on to the USA topic, after which we will complete coursework before moving on to the Social Inequality in the UK topic after Christmas.</p> <p>Mrs Jackson's class Pupils have completed work on the Social Inequality topic, and have sat the test for this unit. They have access to the notes for the topic through Microsoft Teams and should continue to revisit these notes as we move forward. They have also covered two of three Enquiry Skills (Accuracy and Reliability questions), and an explainer of how to do these questions is also on the TEAMS site. They are now studying the USA topic, after which we will complete coursework before moving on to Democracy in the UK after Christmas.</p>	<p>Mr Radford's class have one homework to complete per week, in which they will be required to look over the course notes and complete short revision tasks, leading to an essay question each week. Please encourage your child to complete these tasks and to ask for support if they require it.</p> <p>Detailed course notes are available on TEAMS, as are guides to answering each type of question.</p> <p>Mrs Jackson's class have essays to complete at home, for which they will be required to look over the course notes. Please encourage your child to complete these essays and to ask for support if they require it.</p> <p>Detailed course notes are available on TEAMS, as are guides to answering each type of question.</p>

<p>Modern Studies <i>NATIONAL 5</i></p> 	<p>Pupils have completed all 3 enquiry skill type questions.</p> <p>Pupils have recently started working on the crime and law unit.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes. Asking them questions about the topic they are learning, using their jotter, to help them revise.</p>
<p>Psychology <i>HIGHER</i></p> 	<p>Pupils have completed the Memory topic and have sat the Unit Test for this topic. They have access to the notes for the topic through Microsoft TEAMS and should continue to revisit these notes as we move forward.</p> <p>They are now moving on to the Conformity and Obedience topic and the Research topic, which we will complete concurrently on a Thursday. Pupils should ensure that they keep both sets of notes up-to-date and bring the correct set of notes to class. The Research topic will help students prepare for the coursework, which they will begin later in the term.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes, which can be found on the Microsoft TEAMS site.</p> <p>Encouraging your son/daughter to access all the videos that they have watched and worksheets that they have completed through the Class Notebook on Microsoft Teams.</p>
<p>People and Society <i>NATIONAL 4</i></p> 	<p>Pupils have made good progress with the course already. They have completed a unit comparing the Celts and Egyptians and also completed the assignment. They are currently working on 20th Century conflict unit and will compare weapons used in World War One.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes when needed. Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise or prepare for assessments.</p>
<p>Travel and Tourism <i>NATIONAL 4/5</i></p> 	<p>Pupils with Mrs Liggins are currently working on the Scotland Unit and are part way through the assessment tasks for Outcome 1. The section to follow for Outcome 2 focuses on customer needs. Pupils with Mr Shaikh are studying the UK and Worldwide unit.</p>	<p>Reminding your son/daughter about their homework tasks and encourage them to do regular study using their course notes. Asking them questions about the topic they are learning, using their course notes booklet and jotter, to help them revise and prepare for assessment tasks.</p>