



Dinnington High School Newsletter

Head's Lines

This issue is a bumper newsletter celebrating lots of examples of students' hard work. It has been tough for staff to pick out their favourite examples.

Your teachers keep telling me how proud they are of your commitment to your learning and the other activities you have been doing over the holidays. So this issue is a big pat on the back to all of you.

We still have nearly a week of holiday left so don't miss your chance to join in the photo challenge; show us your talent.

All of us want you to stay safe and well and to look after yourselves and your families. So as the weeks of lock down continue, stay strong, stay safe, and stay at home. #TeamDinno

Ms Staples

Stop Press for Y8



After Easter, Y8 students usually start preparing for the Slam Jam poetry competition. The Slam Jam organisers are working out how this can go ahead in lock down. More news to follow after the break. Mrs Wilks

Memrise MFL Easter Homework



The MFL department set students an Easter homework challenge to get as many points as possible over the holidays.

At the end of the first week, well done to the top three scorers:

Lauren Vassey, Y9 on 120,000 points
Ben Wearin, Y10 on 27,484 points
Tom Wright, Y9 on 15,000 points

Achieving Excellence



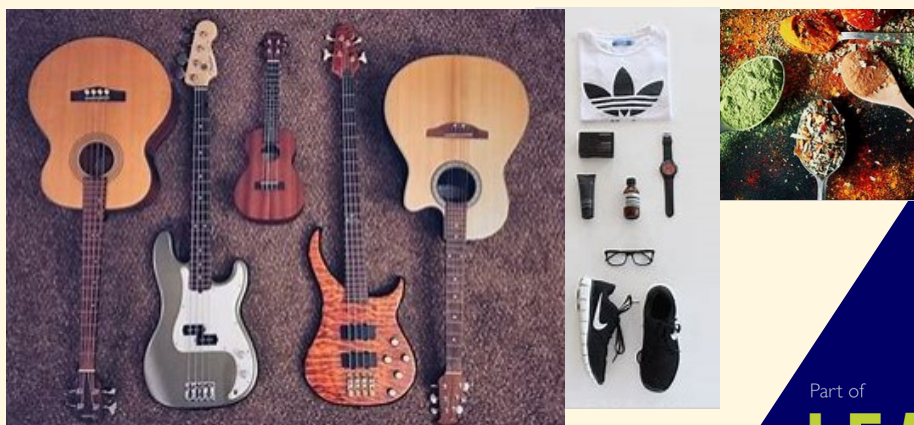
Photo Challenge for Easter—last date for entries Monday 20th April

Take a Flat Lay photo of items around your house cleverly laid out on a flat surface and photographed directly from above to give us an image to show how you are spending your time in lock down; or to create a visual image to represent you; or to represent your hobbies & interests. One entry per person. #GetCreative

Remember a Flat Lay photo is taken directly from above, like a bird's eye view.

There are examples below to get you going. Post them on Twitter and tag in @DinningtonHigh or mail to homelearning@dinningtonhigh.co.uk and they will appear on Facebook and in our newsletter. Winner will be announced after the 20th.

Mr Grenham has agreed to a 1st, 2nd and 3rd prize so #GetSnapping



Part of

LEAP

Multi Academy Trust



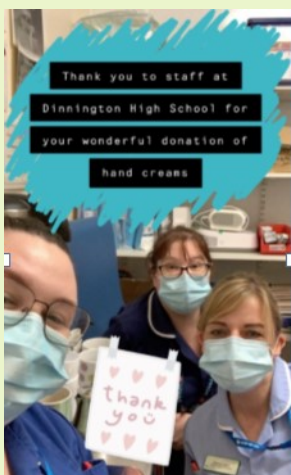
Hand Creams Huge thanks to Mrs Senior, our data manager, and everyone who donated so far to the hand creams for the local NHS and care workers.

So far, 404 have been delivered. One of the many grateful recipients was the daughter of Mrs Burley, our Office Manager.

Laura is a nurse in the coronary care unit at Rotherham hospital and says they were over the moon to receive the delivery. So far DHS staff & community have donated enough lots of £3 to account for 159 of the 404. But Mrs Senior is determined to hit 500.

Contact m.senior@dinningtonhigh.co.uk if you want to donate, just £3 will make a difference. Some of the many recipients so far include:

Dinnington Group Practice
The Glades & Athorpe Care Homes
Anston Community Nurses
PCCU at Sheffield Children's Hospital
Maltby Ambulance Service
Thurcroft Village Surgery
Neurosurgery and infectious disease wards at Royal Hallamshire
EMU at Chesterfield Royal Callow site
RVN team at Wickersley Health Centre
Woodlands Care Home
Sapphire Lodge



We clearly have a school of animal lovers. Lots of tutors have mentioned the pictures they have received of their form tutors pets. Here are some of Mrs Beardshall's form's.

#TeamDinno Bake Off

Baking seems to be another recurring theme in lock down. Mrs Dawson has been very impressed with 7E's baking efforts.



Isabelle has been baking Victoria sponges, cookies and cupcakes. Grace B has been baking mug cakes for her family. Jake S's baking including these vanilla and choc chip muffins.

Mrs Dawson asked us not to print her efforts. Well done 7E.

Making visors for NHS & care workers

Mr Wardle & Mr Trueman have gathered all the materials in school to start making visors for the effort to help get PPE to those working in the NHS, care homes and other settings. Bailey R & Dr Irvine gave them a hand to get started with their prototypes.



We are also very proud to have donated lots of acetate sheets to the Truman family's massive effort to make PPE for local hospitals. Find them on Facebook to see their fantastic work. #RealActofKindness

Joke from Alfie (Y12)

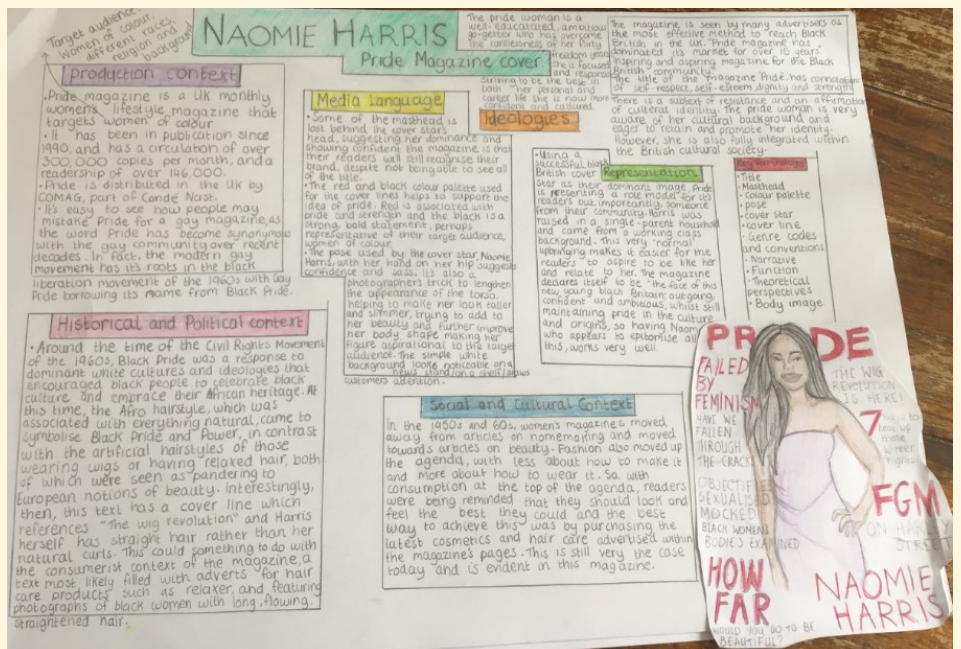
Alfie sent one of his teacher's reassurance that he had nearly finished filling in his CV while he was working at home. He emailed the evidence: 🤔



Impressive student work

Technology

Mr Wardle was impressed by Jake Boyles & Ben Rhodes in Y8. They downloaded some design software to their laptops and produced these. Well done boys.

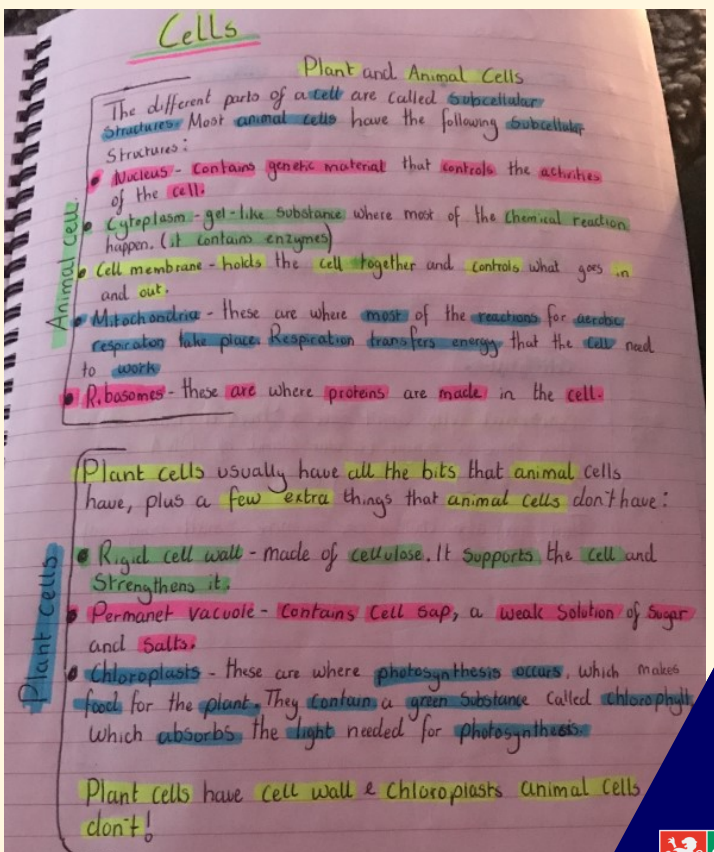


Media

Well done Jessie Haslam, Y9 for this fabulous knowledge organizer on the Naomi Harris Pride magazine cover.

Science

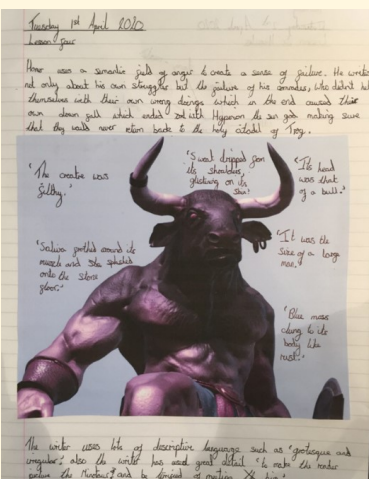
Mr Ashall's stand out student in the lead up to the holidays was Ellie Downs, Y10 for her extensive work on cells, atoms and elements. Ellie showed real determination even when her internet was playing up.



Sport Science

Tristan Hunt has put his personal training homework to good use in lockdown and is now running family competitions on the treadmill to keep everyone fit. Miss Abdulkarim was doubly impressed.

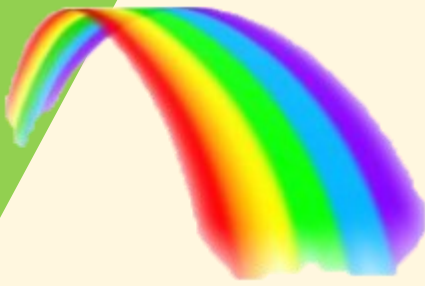
English



Mrs Wilks has been blown away by lots of students' work in the last school week. She particularly mentioned Georgia Froggat and Lily Bailey for their exemplary work on A Christmas Carol, which was too big for her to send for the newsletter.

She was also impressed by Finlay Deakin's work on the Minotaur in Y7. She commented on his fabulous presentation, vocabulary and detail.





More Impressive Work continued

One of the tasks KS4 Performing Arts students have to do is develop a portfolio of their learning. One student has been working on hers in lockdown. Mr Leigh was blown away by it. The lady in question wishes to hide her identity. We think she has a lot to be proud of. Well done, tremendous work.

Real Acts of Kindness #RAKAtHome

We all know that kindness is a really important value at BA. So last week we challenged you to see how many acts of kindness you could share from the comfort of your own home. We are proud of you because lots of you have been finding ways to say thank you to all the key workers who are saving lives and helping others in lots of different ways.

Charlie R, Y8



Ellie & Amelia B



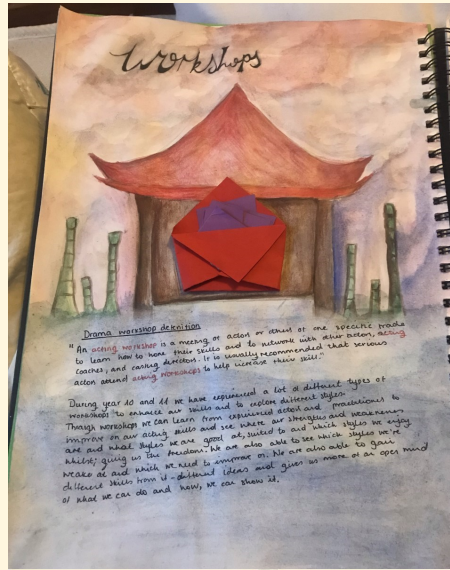
Sophie & Lily Mae B



Meanwhile, Rees W baked for his elderly neighbours and family



The Dinnington Way: Kindness, Respect, Excellence

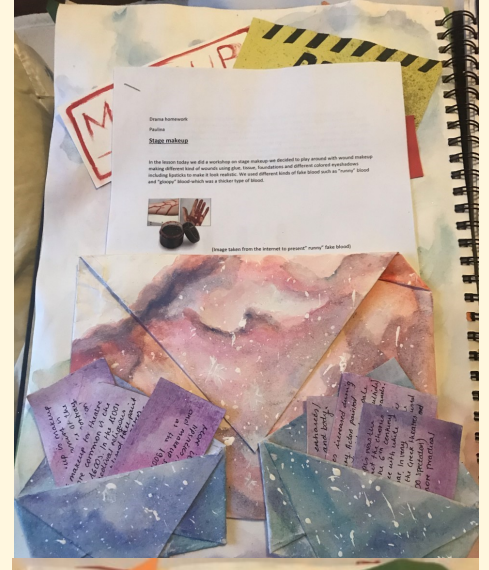
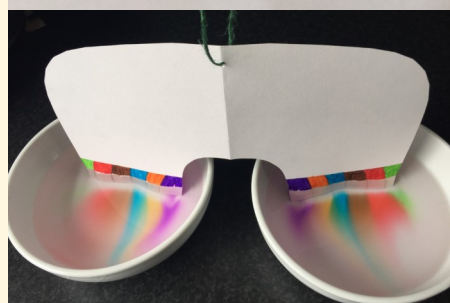


Science at home

Ethan in Y7 Impressed his form tutor, Mr Sinclair, with the experiment he did at home to create a rainbow.

Thank you, Ethan, this looks like a great experiment for students to have a go at while they are at home.

My rainbow experiment by Ethan Smith-Hill		
Material used	Method	Result
Sketching paper	<ul style="list-style-type: none"> Cut the paper into shape Use felt pens to colour each and of the rainbow Attach string to hold the paper upright and tied to cupboard door in kitchen Put water into two bowls Let it sit to soak 	<p>The water soaked the ink from the paper. It made a pretty pattern in the water but did not soak into the paper.</p> <p># Poor Result</p>
Kitchen Roll	<ul style="list-style-type: none"> Cut paper into shape Use felt pens to colour each and of the rainbow Attach string to hold the paper upright and tied to cupboard door in kitchen Put water into two bowls Put each end of rainbow into water Let it sit to soak 	<p>The water quickly soaked into the paper & spreading the ink and starting to form a rainbow. Eventually all the ink had moved to the top of the paper.</p> <p># Better result.</p>

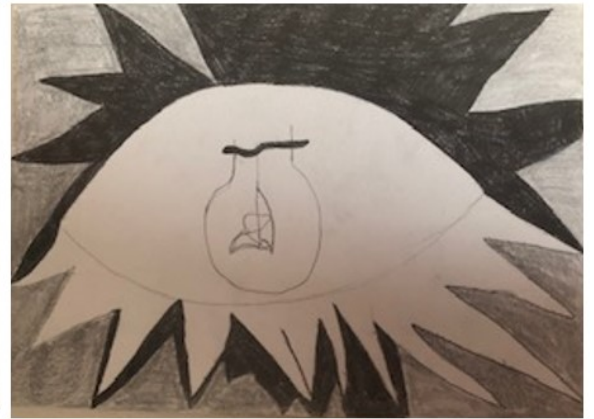


Dinnington Art Files

Some of the work the art department and form tutors have received. What incredible talent DHS students have.



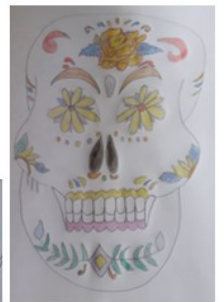
Niamh Jones Y9



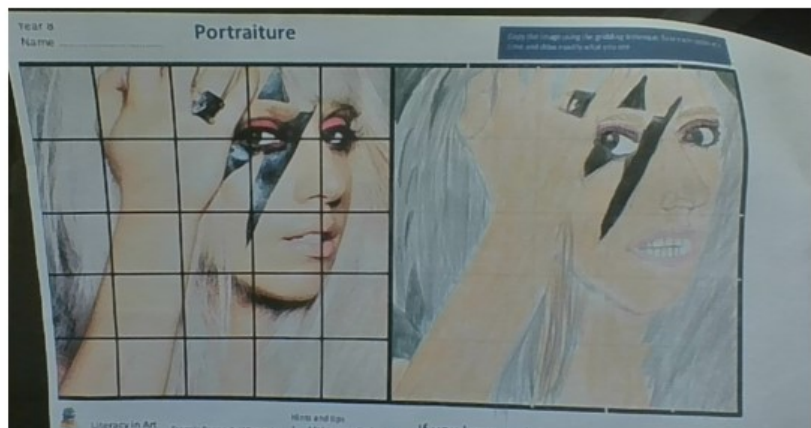
Lily Bailey Y9

Owen Haslam Y7

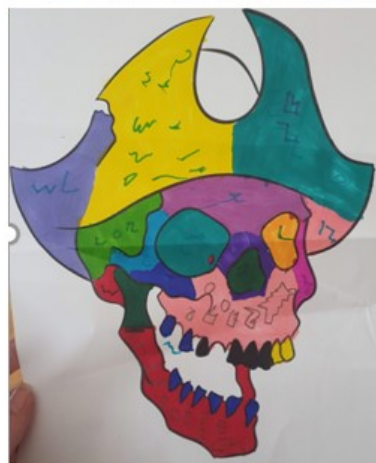
My Sugar Skull represents a departed soul I have used different colours to reflect my grandad's big happy smile and colourful personality



Eleanor Kitson Y12



Kacey Clark Y8



Dominic Grainger Y7

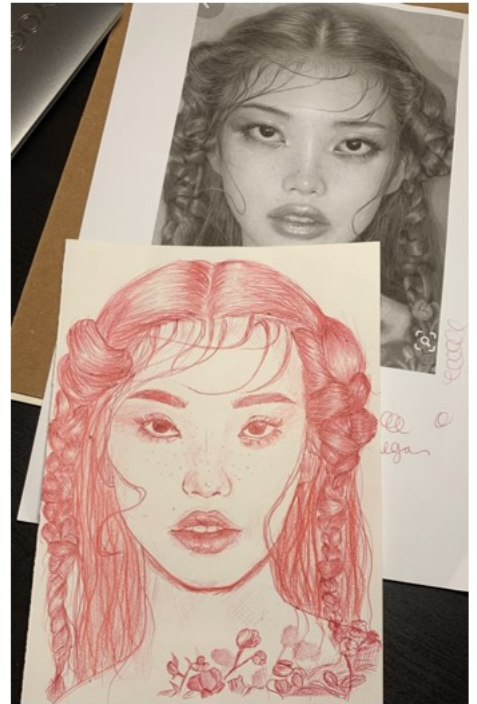


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Megan Bunfield Y12



Over the holidays, as part of her one hour of exercise outside, Lily took a walk to the pit top. We loved her pictures on the way.



National Theatre home

Don't miss out on some amazing theatre productions streamed free of charge to your own home during lock down.

Each week a new one becomes available via

YouTube and is available for a week. Jane Eyre is showing until 16th April and then at 7 pm on the 16th, Treasure Island is screened. The week after that is Twelfth Night.

These are so much more than films—these were original productions at the National Theatre in London and tickets are usually really expensive.

Coming soon...a special DHS One-Time Screen Show of



Romeo & Juliet
performed by
DHS staff

Mr Leigh is directing a sparkling cast of staff stars in a special adaptation of the famous Shakespeare play.

It will be coming to your screens some time in May!

We'll keep you posted!



Table Talk



In this last section of our newsletter, we have some extracts from student work that will get your family talking.

This week we explore some psychology work into how we learn. Ellie H in Y12 explored different theories about how humans learn. What can you relate to?

Have a think about what helps you remember what you are learning, especially as you are having to do it home alone,

What do you find hard to learn? What do you find easier? Can you work out what helps you remember things? Do you get your family to test you on what you are learning? Do you draw images to help you remember key information? Do you make flash cards? How do you help yourself remember what you read?

Scientists have spent years trying to work it out.

To be successful in all sorts of jobs we need to be good at learning

Cognitive Approach

Philosophy (1600-1900)
Wundt (1879)
Psychoanalysis → Freud (1900s)
Behaviourism → Pavlov (1913)
Humanism → Maslow/Roger (1950s)
COGNITIVE (1960s)
Social learning theory → Bandura (1960s)
Biological (1980s)
COGNITIVE neuroscience → 2000s

Social Learning Theory → believed that we mediate information between the stimulus and response

cognitive psychologists extended this idea and say

Cognitive psychologists believed that our behaviour is determined by the way we process information taken in from our environment

Assumptions

- Good
- Thought processes can and should be studied scientifically
- Humans are information processors and often compared to computers
- All essential cognitive processes (perception, attention, language and thinking) work together to help us understand and respond to our environment
- Anomaly is a result of faulty internal, mental processes (depression, OCD, anxiety)

Research → lab-based experiments on humans only

What does the information processor do?

△ → [] → □ what is the box doing?

The model allows us to predict/infer how the information processor will behave. It is not necessary for us to know what is actually happening on the box.

→ This same process applies for humans

The Computer Metaphor

The cognitive approach often uses visual models or diagrams to display processes e.g. → multi-store model, negative triad

How are brains similar to computers?

They both:

- receive an input of information (senses or instructions)
- Process information
- Output a behaviour or response
- Have an element of memory to store input to make output faster

Input → We instruct the PC to do something

Process → PC work behind the scenes to process instructions

Output → The PC responds with the desired task

Schemata

- Pockets of information gained through experience
- They're internal mental shortcuts that allow us to process information quickly, sometimes without thinking
- Schemata help shape the way we behave in new situations and allow us to expand our knowledge of the world
- As you get older you add more detail to your schema
- If you are unable to identify something correctly, it's likely due to having little experience of it. You have NO PRIOR SCHEMA to associate with it

EXAMPLE of a schema development

- Ben is 3 and is learning the world around him. He is able to correctly identify what he sees based on prior knowledge for example → a cow: 4 legs, black & white, noisy, tail.
- Ben has seen a new animal that also has 4 legs, black & white, noisy, tail so he calls it a cow.
- Mum corrects him and he's able to develop his existing knowledge. Ben has modified his existing schema. He's now able to identify a horse (have manes) and cows (have udders)

WAR OF THE GHOSTS (Barlett, 1932)

Barlett asked British participants to read this American Indian legend and recall it months or years later.

- Participants were able to remember the gist of the story but used the terms more familiar of their cultural experiences
- Participants missed out confusing elements
- The more time that had passed, the shorter the story became

Schemata

- schemas are typically formed/created from personal experiences but can be influenced by interactions with others
- They may not always represent reality as some are shared through social exchange (conversations and the media)

Cognitive Neuroscience

- The scientific study of the brain, neurological structures and neurochemistry on mental processes [biology + cognitive psychology]
- e.g. → we know damage to the left hemisphere can cause permanent impaired speech
- Advances in technology have allowed us to perform MRI and CAT scans to observe neurological processes
- Trying found different parts of the brain were responsible for episodic and semantic memories
- Scanning techniques can be used to diagnose depression, OCD, Autism or the effects of ageing or impact of strokes

EVALUATION

- lab-based experiments are highly controlled, which means they are reliable, objective and replicable
- BUT, lab-based experiments don't reflect real life (lacks ecological validity), may alter participants responses (demand characteristics)
- Comparing humans to computers ignores the fact that emotions and motivation differ between us and affect our behaviour e.g. → memory can be affected in an eyewitness testimony by anxiety (memory reconstruction)
- A lot of real life application to support =

If you've got something to share for the newsletter, please email it to homelearning@dinningtonhigh.co.uk for Ms Staples's attention. Keep up the great work #TeamDinno

The Dinnington Way: Kindness, Respect, Excellence

