



Court Fields School

Learning at Home Parent Guide

Parent/Carer Booklet Contents

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General Information

We understand that this will be a difficult time for families, parents and carers. The aim of this booklet is to give as much guidance, information and support as possible. This will help you to keep up to date with advice and guidance, and also to help support your child's Home Learning over the coming weeks.

Please do ensure that you are receiving our emails, and that we are in your 'safe senders' list. Please also check our website and social media daily to ensure that you have the most up to date information.

Twitter: [@CourtFieldsSch](#) **Instagram:** [@courtfieldsschool](#) **facebook.com/CourtFieldsSchool**

What parents can do to support learning at home:

- Try to be as positive as possible about learning at home. You don't need to recreate a classroom at home, and you are not home-schooling your child. Learning from home shouldn't create undue stress or pressure.
- Children and young people are adaptable, but they are likely to take time to adapt. They may also be frightened and not understand why all the changes are taking place. It's far more important that your children feel loved and supported than that they finish every possible worksheet.
- Keep the conversations about learning going. Perhaps in the evening have a family round-robin, where everyone says three things they've learned that day (these don't all have to be about 'school' subjects – learning that your brother can't throw a balloon as far as you can is still learning!). This also shows that adults are still learning.
- Parents often feel that they can't support the learning of older children because the children are learning things they didn't learn, or learning in unfamiliar ways. It's not important that parents know the answers; it's fine to say, 'I don't know – how can we find out?'
- If your child is working on something that's new to you, ask them to explain it. This not only helps the child's self-confidence, it helps to embed the learning.

The subject sections in this guide will help you and your child to be clear about what they are expected to learn whilst at home. There is also a wide range of other useful information.

Thank you for the support and understanding that you have shown to us at this difficult time. We will do what we can to support our community over the coming weeks. Our very best wishes go out to you and your families.

Mrs Polly Matthews and the Court Fields Team

Help & Advice

Please do not hesitate to contact the school tomorrow or on Friday if you have any concerns. Please note that phone lines may be busy and our staff need to focus on planning for the school closure, so it may be easier for you to email us as follows:

- For any safeguarding concerns, please use the following email address: safeguarding@courtfields.net
- For ClassCharts enquiries, please use the following email address: classcharts@courtfields.net
- To notify us that you may have key worker status, please use the main email address: keyworker@courtfields.net
- For general enquiries, please use the main school email address: sch.552@educ.somerset.gov.uk.

Exam Information and OFQUAL Advice

We recognise that students, parents, schools and colleges will be concerned about the cancellation of the 2020 summer exam series.

The Government has stated that 'Ofqual, the independent qualifications regulator, will develop a fair and robust process that takes into account a broad range of evidence, including teacher assessment and prior attainment. Ofqual will make every effort to ensure that the process agreed does not disadvantage any particular group of students. Pupils who do not feel their calculated grade reflects their performance will have the opportunity to sit an exam, as soon as is reasonably possible after schools and colleges open again.

Ofqual's advice at this time is for Year 11 students to complete all Non-Examined Assessment (NEA) / coursework as soon as possible, to keep undertaking learning in all subjects and to continue to prepare for next steps (such as undertaking pre-learning for A Level and college courses). Year 10 students should undertake all set home learning and undertake NEA/ coursework as directed by their subject teachers.

Ofqual continues to work closely with exam boards, other regulators and the Department for Education to plan for a range of scenarios, as the public would expect. Our overriding priorities are fairness to students this summer and keeping disruption to a minimum.

The latest updates from the Government & Ofqual can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020/coronavirus-covid-19-cancellation-of-gcses-as-and-a-levels-in-2020>

Year 11 Learning from home Advice & Guidance

GCSE examinations have been cancelled this year and your child will not sit any examinations this summer. What is not clear at this present time is how GCSE grades will be determined and we are waiting further clarification from Government. As soon as Government releases more detail on how grades will be awarded.

For now if your child has any outstanding Non Examined Assessment/Coursework they should complete this before Friday 3rd April.

The Government have not issued confirmation, but it is likely that students' NEA/Coursework will form part of the assessment process this year. Until we know either way it would be in your child's best interests to complete any outstanding NEA as soon as possible. This should be completed online and submitted via google classrooms or email (using your child's school email) to your child's subject teacher.

If your child has any questions regarding their NEA they should also contact their subject teacher who will be able to respond.

It is vital that students continue to keep up their learning habits and take the opportunity to embed their Key Stage 4 learning. Students should continue to work at home to keep their brains engaged and active to support their learning and prepare them for post 16 education and the future.

This could include the following:

- Complete any outstanding NEA/Coursework by Friday 3rd April and submit to subject teacher via email

- Prepare for Post 16 Education by continuing to revise / review Year 10/11 learning if they are continuing to studying this subject in September
- Prepare for Post 16 Education by downloading the subject specification / course outline and research some of the topics
- Read daily for at least an hour. This could be subject related or fiction. The English team will post appropriate texts on ClassCharts
- Continue to revise/review Maths especially topics that are related to everyday life (use Hegarty Maths) and practising everyday numeracy.
- Undertake a project in a subject and topic of their choice. Ideas will be posted on ClassCharts by each subject.
- Complete the careers action plan which will be posted on ClassCharts, this would include completing a CV etc.

Students were asked to take all of their exercise books and revision materials home with them on the last day of school and therefore should have all they need.

Staff have also provided some extra work on ClassCharts to support home learning and they can also use online resources to support their learning (e.g. BBC Bitesize and Seneca Learning).

Higher Project Qualification

The Higher Project Qualification is a stand alone project which requires students to independently study a topic area which extends or expands their learning in an appropriate area of the curriculum. The qualification helps students to extend their knowledge in a specific topic area and develop as inquisitive and independent students.

We will be offering an opportunity for year 11 students to undertake the Higher Project Qualification with us via online learning. The qualification may bridge the gap between GCSE and A Level and will ensure student's learning and research skills stay up to date. Any students who have no outstanding NEA/coursework and feel they would like to take this qualification should email Miss Martin at lmartin@courtfields.net to find out more.

Department for Education Coronavirus Helpline

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education. Staff, parents and young people can contact this helpline as follows:

Phone: 0800 046 8687

Email: DfE.coronavirushelpline@education.gov.uk

Opening hours: 8am to 6pm (Monday to Friday)

Where to find the latest information:

Updates on COVID-19: [Coronavirus \(COVID-19\): what you need to do](#)

Guidance for educational settings: [COVID-19: guidance for educational settings](#)

Travel advice for those travelling and living overseas: [Travel advice: coronavirus \(COVID-19\)](#)

Educational resources regarding Coronavirus: [Coronavirus \(COVID-19\) PHE School Zone](#)

Latest Department for Education information: [Department for Education \(@educationgovuk\)](#)
[Department for Education - Home](#)

Safeguarding

In the event of any safeguarding concerns while school is closed please contact us either via SAFE which is located in the safeguarding section of the website or via email safeguarding@courtfields.net

If you believe a child is at immediate risk of harm please contact Somerset Direct 0300 123 2224 or email childrens@somerset.gov.uk

Online Safety

As many of our students will not be in school, please ensure you continue to discuss and support students to remain safe online. Many students screen time will increase not being in structured lessons as well as needing their devices to access key learning tasks. Please encourage students to not have phones where possible while completing school based tasks and monitor usage. Below is the NSPCC Online Safety guidance for parents to support you while your child is not accessing daily school.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Wellbeing & Emotional Support

Below are some fantastic ideas for a 60 day Wellbeing Challenge. The following challenges have been created to keep our minds active and to look after ourselves and each other. See how many challenges you can do.

Please share your progress via our social media platforms

Facebook: Court Fields School

Instagram: courtfieldsschool

Twitter: @CourtFieldsSch

Every Mind Matters has now released expert advice and top tips on how to look after your mental wellbeing if you need to stay at home during the coronavirus (COVID-19) outbreak. It also includes guidance if you're feeling worried or anxious about the outbreak. Please visit:

www.nhs.uk/oneyou/every-mind-matters/

Additional Support Networks with Advice and Guidance

Kooth Counselling - www.kooth.com

NSPCC - www.nspcc.org.uk

Childline - 0800 1111

Young Minds - www.youngminds.org.uk

Students Minds - www.studentminds.org.uk

Time to Change - www.time-to-change.org.uk

The Mix - 0808 808 4994 or Text 'THEMIX' to 85258

Shout (Crisis Line) - www.giveusashout.org or text 85258

60 Daily Tasks		Here is the plan for the First 30 Days			
		CREATIVE CURRICULUM			
Day 1 – Leave three happy notes for someone else to find in your house. <input type="checkbox"/>	Day 2 Make a card for someone's birthday/celebration coming up. <input type="checkbox"/>	Day 3 Call a relative or friend who is far away and have a chat with them. <input type="checkbox"/>	Day 4 Write down five things you are grateful for. <input type="checkbox"/>	Day 5 Research three jobs / career paths that interest you. <input type="checkbox"/>	Day 6 Download a mindfulness App (CALM) on your phone. <input type="checkbox"/>
Day 7 Visit a virtual museum! Go online and explore the collections online. <input type="checkbox"/>	Day 8 Get in contact with a local care home and arrange to send a letter to one of the residents. <input type="checkbox"/>	Day 9 Go on YouTube and try...  The Body Coach TV <small>177k subscribers</small> <input type="checkbox"/>	Day 10 Look at the last 20 photos on your phone and think about how they make you feel. <input type="checkbox"/>	Day 11 Say something positive to everyone in your household today. <input type="checkbox"/>	Day 12 Do something helpful for a friend or family member today. <input type="checkbox"/>
Day 13 Do a chore in the house without being asked to do it. <input type="checkbox"/>	Day 14 Send a positive text to ten of your friends. <input type="checkbox"/>	Day 15 Listen to your favourite song and dance around the room. <input type="checkbox"/>	Day 16 Stay off social media for >3 hours straight and keep yourself occupied. <input type="checkbox"/>	Day 17 Take a selfie and note down 5 things you like. <input type="checkbox"/>	Day 18 Play a game that you haven't played in a while. <input type="checkbox"/>
Day 19 Think about two role models in your life. Why do they inspire you? <input type="checkbox"/>	Day 20 Create a postcard for somewhere you have previously visited. <input type="checkbox"/>	Day 21 Play a card game or board game you haven't played in a while. <input type="checkbox"/>	Day 22 Sit down in a silent room and focus on your breathing for 5 minutes. <input type="checkbox"/>	Day 23 Email one of your teachers to say thank you for something. <input type="checkbox"/>	Day 24 Write down 5 things you are thankful for in your life. <input type="checkbox"/>
Day 25 Write a blog about something you enjoy doing. <input type="checkbox"/>	Day 26 Search on YouTube a "Tedx talks by kids"  TEDx Talks <small>23.6M subscribers</small> <input type="checkbox"/>	Day 27 Watch a film with a family member and make sure you turn your phones off. <input type="checkbox"/>	Day 28 Make sure you get >8 hours sleep tonight. Note how you feel the next day. <input type="checkbox"/>	Day 29 Draw a picture of what you see in your garden or out of your window. <input type="checkbox"/>	Day 30 Make breakfast for another family member. <input type="checkbox"/>
60 Daily Tasks		Here is the plan for the Last 30 Days			
		CREATIVE CURRICULUM			
Day 31 – Find three inspirational quotes and write them down. <input type="checkbox"/>	Day 32 Create a digital photo collage using 5 images. <input type="checkbox"/>	Day 33 Write a letter or send a card (Email or E-Card) to an elderly relative. <input type="checkbox"/>	Day 34 Leave three happy notes for someone else to find in your house. <input type="checkbox"/>	Day 35 Make a list of 10 things you want to do. <input type="checkbox"/>	Day 36 Go on YouTube and try...  YOGA with ADRIENE <input type="checkbox"/>
Day 37 Create a gratitude list of everything you are thankful for. <input type="checkbox"/>	Day 38 Do something nice for a sibling or parent/carer. <input type="checkbox"/>	Day 39 Create your own Playing card with your favourite number and suit. <input type="checkbox"/>	Day 40 Find a learning podcast and try it out! <input type="checkbox"/>	Day 41 Ensure you have 5 Fruit and Veg today. <input type="checkbox"/>	Day 42 Do something helpful for a friend or family member today. <input type="checkbox"/>
Day 43 Write down five positive things about yourself on Post-It-Notes. <input type="checkbox"/>	Day 44 Tag your friends in a pic that brings you happy memories. <input type="checkbox"/>	Day 45 Visit a virtual museum! Go online and explore the collections online. <input type="checkbox"/>	Day 46 Try to go bed 1 hour early. <input type="checkbox"/>	Day 47 Wake up early to watch the sun rise and see how beautiful it is. <input type="checkbox"/>	Day 48 Find a documentary on BBC iPlayer and watch it. <input type="checkbox"/>
Day 49 Do the washing up today. <input type="checkbox"/>	Day 50 Look up origami and make a crane. <input type="checkbox"/>	Day 51 Play an old computer game you haven't played for ages. <input type="checkbox"/>	Day 52 Use 10 French or Spanish words today. <input type="checkbox"/>	Day 53 Research the minimum wage in the UK for different ages. <input type="checkbox"/>	Day 54 Design a new school logo for your school. <input type="checkbox"/>
Day 55 Learn some British Sign Language with Charlie  BSL Charlie <small>17.7k subscribers</small> <input type="checkbox"/>	Day 56 Make a playlist of your top 10 songs and send to a friend. <input type="checkbox"/>	Day 57 Check in with your favourite YouTuber and see how they are doing. <input type="checkbox"/>	Day 58 Build the tallest Tower you can with a single piece of A4 Paper. <input type="checkbox"/>	Day 59 How many different words can you make from these letters: *CREATIVE RESOURCES* <input type="checkbox"/>	Day 60 Wear your favourite items of clothing that make you feel great. <input type="checkbox"/>

SEN Support

When teachers are planning their on-line lessons, they will differentiate for the full ability range within the class, and will personalise learning accordingly. If your child is unable to complete all the work within the given lesson time, they should start at the point that they left off, when they are next timetabled to have that lesson again.

We encourage all parents/carers to prioritise mental health at this time, and if you feel that your child is becoming frustrated with the work set, we advise that you let them take a break, do something different such as some mindfulness colouring or calling a friend, and then return to the work when they feel ready.

Students with ECHPs; those who are transitioning to EHCPs; and those with significant cognition and learning needs, have a named key Teaching Assistant for the duration of school closure.

Parents of these children will have received a letter detailing the name and contact details of their key Teaching Assistants. If parents/carers have any SEN concerns during this term, please contact the school SENCO htowler-williams@educ.somerset.gov.uk

Free School Meals Arrangements

We are committed to ensuring that our parents of students in receipt of Free School Meals (FSM) are being supported during the school closure.

Vouchers from ASDA will be posted to all parents claiming FSM on a fortnightly basis, together with information on how to redeem them.

If you have any questions please contact us on the main school email.

Support for Parents & Carers

Parents/carers may find things difficult during this worrying time. Please see below for sources of support for you:

- **Citizens Advice** - www.citizensadvice.org.uk or call 03444 889 623
- **CAP** (Christians Against Poverty) www.capuk.org
- **Wellington Food Bank** - Operates Monday & Thursday from the United Reform Church 3pm - 4pm. Alternatively you can contact info@taunton.foodbank.org.uk or visit www.taunton.foodbank.org.uk
- **Samaritans** - www.samaritans.org Call 116 123
- **Mind** - www.mind.org.uk or call 0300 123 3393
- **Anna Freud**, National Centre for Childrens and Families have some excellent resources to support parents - www.annafreud.org/parents/

Learning from Home

From Monday 23rd March until further notice all students will have work set for all their lessons via ClassCharts, and they should be completing this daily. Please do ensure that this is completed each day, as students will face significant challenges when we return to school if they do not work at home as directed.

Staff will put work on ClassCharts and work will be expected to be submitted as per the children's usual timetables. For example, if your child has Maths at 11.30, work from his/her Maths teacher will be on ClassCharts and your child will be expected to complete the work set by the teacher at that time.

There will not be work set for the Easter Holidays and we would suggest students and parents enjoy some rest and relaxation even during these unexpected circumstances. If students and parents want to continue with their learning we would suggest making sure all work set on ClassCharts has been completed and revisit work where appropriate to extended tasks.

Following feedback from parents as of Monday 30th March we are recommending that students in Key Stage 3 study for three hours a day and also take part in some form of physical exercise for up to an hour. We recognise that three hours a day of focussed work will ensure that students' learning develops and prepares them for when they return to school whilst also supporting parents to manage this learning at home.

All work will continue to be set on ClassCharts by teachers prior to the day of the timetable. Homework will not be set during this time as all learning will be completed from home until we return to school.

Daily physical exercise suggestions can be found in the PE section of this booklet. Please do remember to follow the Government guidance and only exercise once a day outside of your home either on your own or with members of your household.

To further support parents, students and teachers we will be using the following timetable to set work.

Key Stage 3 (Year 7-8) Learning from Home Timetable

Week 1 (Y7&8)					Week 2 (Y7&8)				
Mon	Tues	Wed	Thurs	Fri	Mon	Tues	Wed	Thurs	Fri
English	English	English	Food	Science	English	English	English	Tech	Science
Maths	Maths	Science	Maths	Maths	Maths	Maths	Science	Maths	Maths
Science	French /Spanish	History	RE	Art	Science	Geography	Music	Computing	Drama

Dates as follows: Week 1 – Monday 30th March

Week 2 – Monday 20th April

Then each week alternately (e.g. Week 1 – Monday 27th April). Holidays not included

Key Stage 3 (Year 9) Learning from Home Timetable:

Mon	Tues	Wed	Thurs	Fri
English	English	English	English	RE
Maths	Maths	Science	Maths	Maths
Science	Option Subject	Option Subject	Science	Option Subject

*students are also encouraged to take part in physical exercise for up to an hour a day either in their home or outside. This should be alone or with members of their household, as per the Government guidance.

Option Subjects: Students should complete work for subjects they have chosen for Key Stage 4 (Year 10) using Year 9 work set on ClassCharts or in this booklet. Work will be set for all children however students should select work depending on their option choices.

Year 10 Learning from Home

We are taking care not overload our year 10 students. It will be hard for them to learn new content effectively on their own, so we will set work that fits with and recalls what we have already taught them. This will to help them embed and retain the information they already know, and well as learning in greater depth. Staff will continue to set work weekly as per the current Year 10 timetable.

**Individual
Subject
Guidance
&
Support**

Art & Design Subject Guidance

General Information & Useful Links

The main focus is for students to keep on developing their key skills through drawing and recording what they see in a variety of media. There are endless websites you can visit and youtube videos that show you how to do something simply type in 'how to...' Then simply choose a video that you feel you can follow.

Tasks set should not require more than basic equipment for Key Stage 3. It may require more for Key Stage 4. Any equipment needed can be bought online from sites such as the works or hobby craft. Amazon is good but can often be quite expensive. If you are really struggling to get hold of materials to help your child with their art work then please email myself on jbinmore@courtfIELDS.net and I can arrange for some materials for you. This would be dependent on when I am in school.

Please remember that the work we have asked your son/ daughter to do should be fun and enjoyable and should only echo the time we would have spent on tasks in lessons. For Key Stage 3 this is 60 minutes per week and for Key Stage 4 this would be 180 minutes per week. Work can be submitted currently via email to jbinmore@courtfIELDS.net or rwest@courtfIELDS.net depending on your child's teacher. This should be done in the form of photographs of the work completed. Please feel free to email any questions you may have.

Whilst we cannot follow the Schemes Of Learning we would have in school we can ensure that the students' key skills stay strong and we can pick up the in school work when we return.

Please do take virtual tours of some of the worlds most prestigious galleries whilst they are open for free. Try the Louvre, MOMA New York, The Pompidou Centre, National Portrait Gallery, Tate Britain, lots and lots to see.

Key Stage 3

Year 7 have a '25 days of drawing' challenge set for them. This unit of work is intended to allow students to use the full range of media they have available at home. For those with sketchbooks they should work into those, those without plain white paper is fine. To achieve a better result for shading, blending and painting the ideal paper is a heavy weight cartridge paper 150-200gsm. For each challenge they try they should use a full page of A4 and spend 60 minutes working. If the work is not complete during this time they can continue next time. We know some children will race through this and some won't. Please let them take the work at their own pace and encourage them to not use a rubber too much as we would in school. Just try your best.

Year 8 have been set a drawing unit of work. This emulates what we did with Sarah Graham recently and painting our peppers. They can do this and they can do this well. Again any questions then please just email either of us The students will need coloured pencils and biro pens at least to be able to do this. Each task is designed to take around 60 minutes, Again however if the work is not complete they can simply continue next time they do art. Please submit work via photos to the courtfIELDS.net accounts for feedback.

The work should be fun and hopefully they will enjoy doing it. Please just remind them what they have learner, ask them about sketching and tone, accuracy and detail and perseverance. In class we were working whilst listening to Harry Potter Audio books. You can find these for free on hpaudioBooks.net. Please note we have found they only play through internet explorer though and not google chrome.

Year 9 have either been set a photography unit of work or an art based unit of work on Fusion. For students doing photography they can put all work onto the google drive via courtfields.net. If they log into the school website and go into the google drive they can start a new google slide document. They must name it with their name and class and then this can be shared with me. This means I can give them feedback and no printing costs.

If they are doing the art unit then as many resources as are available will help but you can get by with the basics of pencils, coloured pencil and felt tip. There may be some printing required if possible. Work should be submitted via photos to the courtfields.net accounts. Again any questions or problems please do contact us to help.

Key Stage 4

Year 10:

Year 10 artists have been set the start of their third and final project. They may be a little confused as to what it is they are doing but if you just reassure them that when we get back we will complete all three units. They need to read the powerpoint in full before commencing any work. Please for now forget about the 'everyday' unit of the 'trip' unit. They will need a range of materials and either a new thinner sketchbook no smaller than A4. Again this can be bought via pinkpig.co.uk or the works. Students should be spending the equivalent of 180 minutes per week on their art work and can submit all work via photos on the courtfields email.

Year 11

Year 11 should have been sitting their final exam, 2 days, the week after the Easter holidays. Whilst this is not possible the emphasis is still on them continuing to plan through what they intended to do. Most students have a clear idea of what they would have done for their final piece and have worked through a plan before.

It is really important that their idea is fully resourced AO3 and then experimented with using different media and surfaces and exploring techniques. Students are more than welcome to email me or Miss West for advice and again work will need to be submitted each week as photos emailed to the courtfields.net email accounts.

They are expected to spend the equivalent of 180 minutes per week on their artwork. Any one of them could potentially still be called for moderation long after results are out. It is essential they keep all of their exam unit work safe and accessible should it be required by the board. I have all of their NEA/coursework so 60% of their grade is already there and waiting. The more evidence the students can give us of what they have done the better their result will be.

Computing Subject Guidance

General Information & Useful Links

Work has been set on ClassCharts showing expected deadlines and the links students will need to access on google classrooms. Staff have set work which is expected to take a number of weeks and students should work through in time to meet the deadline. Websites which students might find relevant or helpful at this time include:

<https://scratch.mit.edu/>, <https://www.bbc.co.uk/bitesize>

Key Stage 3

Year 7

Students have been set a research and development task based around the changes to home computing from the 70's to the current day and into the future. It is expected that this work will

take a number of weeks to complete as students only have 1 hour lesson per week. Students can present their work in a variety of ways and upload it to their staff when complete.

Year 8

Students are using the online 'Seneca Learning' platform to look at key Computer Science skills. They will cover Computational Thinking, Programming, Hardware & Software, Data, The Internet & Online Security. This is a new course that has been put together specifically for the COVID-19 closures and includes interactive activities and a self-marking test at the end to monitor progress.

Year 9

Students have been instructed to complete to the best of their ability the bronze and/ or silver award on iDea. This is a nationally recognised qualification and comprises individual 'badges' which are awarded for completing set tasks. Each individual badge takes roughly 15 mins to complete and their points will be collected. The bronze award requires 250 points, the silver 500. Students do not have to complete every badge to achieve the qualification, they can pick from a variety of challenges that appeal to their interests or skills.

Key Stage 4

GCSE Computer Science

Year 10:

We have made fantastic progress during the year in relation to our planned Scheme of Work. As a result, we are ahead of where we should be. Year 10 are going to use the closure period to reinforce the work that we have covered already this year, so the rest of the content can be taught effectively when we return. Two lessons a week will be using resources posted on Google Classroom to cover key knowledge, the third lesson will be a programming lesson using Repl.it. All Year 10 CS pupils have been using Google Classroom since September and Repl.it instructions will come out with the first Home Learning lesson plan. It is important that all work is completed on Google Classroom and Repl.it so that personalised feedback can be given as often as possible.

Year 11:

Grades will be assigned based on the government advice that is soon to be released. Pupils who are not happy with the grades they receive will have the opportunity to resit the exams next year - in line with other subjects. If you think, based on your in-class work, end-of-unit tests and PPE results from January, that you may be awarded a grade below that which you would've been capable of in May's exam then you should continue revising. <http://smartrevise.online/> and <http://erevision.uk/> have a school subscription paid for until May. You can also email Mr Hold on thold@courtfields.net for other resources.

Andy Harding, from Richard Huish College, has suggested the following activities for those taking BTEC IT (Extended Certificate or Diploma):

- Install Blender (3D Graphics Toolset) and have a go with these tutorials <https://www.blender.org/support/tutorials/>
- Once you've got the hang of these, have a go at some Blender animation (YouTube has videos)

And, for those taking Computer Science A Level, he is suggesting:

- Install Visual Studio Community Edition (a programming development software, a bit like IDLE) from <https://visualstudio.microsoft.com/vs/community/>
- Get stuck into some C# from <https://www.w3schools.com/cs/default.asp>

- Have a go at developing some simple games using YouTube tutorials like: <https://www.youtube.com/watch?v=p3gYVcggQOU>

OCR Cambridge Nationals Information Technology Year 10

Work has been set on Google Classroom for the year 10 students. They have a past paper to work through for the next few lessons. Initially students should work through answering as much as they can based on their basic knowledge. Then we ask them to go through researching the 'blanks'- it would be useful for them to highlight on the paper which areas they are more or less confident in. We will upload the mark scheme in due time and students can see what they would have scored.

Students are unable to continue with their NEA/coursework at home due to current circumstances and the restrictions on the assessment. Therefore this will be a focus when we return to school.

Drama Subject Guidance

General Information & Useful Links

All work will be uploaded to Class Charts. Due to the practical nature of our subject we have made links to developing subject knowledge and added online resources for students to work from. Additionally, many online theatre resources are now free of charge including, the musical version of Wind In the Willows, based on Kenneth Graham's whimsical river bank tales which played at the London Palladium and starred Rufus Hound, has been made available for free as a digital production on www.willowsmusical.com should you child wish to watch a piece of live theatre. Kneehigh Theatre company are also providing a creative challenge each day to take part in called, Windows to the World. If students search Kneehigh Windows to the World via YouTube they will see the challenges to complete. Those students taking part in Oliver will need to continue to learn and revise their lines ready for rehearsals to commence once we return.

Key Stage 3

Year 7 - We will set work exploring Theatre History. This will involve research and creative tasks to ensure students' knowledge of how theatre was created through different time periods and how theatre has developed is secure. We will also embed clips to watch as visual examples.

Year 8 - We will set work exploring real-life stories as a stimulus for performance making. This will involve students creating, producing and editing their own scripts - ready for performance. Students should be encouraged to think about how theatre and performance can respond to real world events in a creative manner.

Year 9 - We will set work exploring the page to stage process through the text - The Woman in Black. Students will be expected to respond to various extracts from the script and think creatively about how they could stage the performance. Students should make links between textual analysis, alongside bringing the text from page to stage.

Key Stage 4

Year 10

Students have begun working on their practical pieces for an assignment. Rehearsals and the performance will take place once we return. In the meantime, students need to read the whole play to ensure knowledge of the text as a whole and learn your selected lines.

I will be setting weekly coursework tasks so students can begin the written elements. There will be a mixture of personal evaluation and review of skills as well as developing understanding of theatre styles. This work is compulsory to ensure students continue to develop their subject knowledge and also allow us to focus on the practical elements when we return to school. All written work undertaken will form part of the final GCSE/BTEC awarded grade, so work must be detailed and completed to the best of their ability. If any student is unsure of the tasks set on Class Charts please email me at swestwood@courtfields.net, I will be checking my emails daily.

Year 11

Government guidance on awarding of grades suggests that NEA/coursework will be considered. Year 11 students should ensure that components 1 and 2 are completed by Thursday 2nd April. All NEA/coursework must be shared via google docs to allow me to mark and award grades. Instructions will be uploaded to ClassCharts and an email sent to students advising of the work outstanding will be sent this week. Students must ensure they have completed the work to the best of their ability. Any incomplete work will not be counted and could affect the final mark awarded.

English Subject Guidance

General Information & Useful Links

Students will be set a variety of work on ClassCharts covering both literacy, literature and language work. In addition, we are asking that all students read for 20 - 30 minutes per day. In order to facilitate this, further information and a reading record can be found on ClassCharts.

Support with literacy and grammar work is available from the following websites:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z7vdy9q>

Education Quizzes: <https://www.educationquizzes.com/ks3/english/>

Support with literature texts is available from the following websites:

Sparknotes: <https://www.sparknotes.com/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/z2whg82>

Mr Bruff (youtube): <https://www.youtube.com/channel/UCM2vdqz-7e4HAuzhpFuRY8w>

In addition to lessons, we will be running regular creative writing competitions at our dedicated competition website 'Writenow!' which can be found here:

<https://sallydennehy.wixsite.com/writenow> and will be taking turns reading a chapter of Darren Chan's *Cirque Du Freak* every day which can be found on the schools twitter account. We hope that as many students as possible will join in with these.

English teachers are available via email at Courtfields.net for help and support with the work set or any other English related matters.

Key Stage 3

Much of the literacy work set for students will be set on the Activelearn platform which can be found here: <https://pearsonactivelearn.com/app/Home>. All students in Years 7-9 should have received their personalised log in. If you have any problems with your Activelearn log-in please contact ICT support.

Year 7: Year 7 will be starting with a literacy unit of work on documentaries and writing to inform and explain. Work will be set on ClassCharts and will use the Activelearn platform. A useful way to support your child with this module and extend learning may be to watch a documentary

together (there are several David Attenborough documentaries available on player which are high quality and interesting. Please follow the link here:

<https://www.bbc.co.uk/iplayer/group/p06m42d9>)

After Easter, year 7 will be going on to study 'The Gothic'

Year 8: Year 8 will be starting with a literacy unit of work on newspaper articles and writing to inform and explain. Work will be set on ClassCharts and will use the Activelearn platform. A useful way to support your child with this module and extend learning may be to read current newspaper articles or news website articles together.

(Teenkids news <https://teenkidsnews.com/> and Newsround <https://www.bbc.co.uk/newsround> are excellent examples)

Year 9: Year 9 will be starting with a writing unit of work on creating newspaper articles and writing to inform and explain. Work will be set on ClassCharts and will use the Activelearn platform. A useful way to support your child with this module and extend learning may be to read broadsheet newspaper articles together. (The Independent website offers excellent examples for free <https://www.independent.co.uk/>)

Key Stage 4

Year 10

It is vital that year 10 students continue to study the topics they would be covering at school. There may not be time when we return to cover all of the units before the GCSE exams.

Year 10 will be studying conflict poetry for the next 4 weeks. They have been given a poetry anthology and lessons will be set on both ClassCharts and Google Classrooms. When a poem is studied students should be annotating the poems in their anthologies as directed by the lessons and should complete all quizzes and written activities. These should either be uploaded to Google Classrooms or emailed to the class teacher for feedback. In order to support learning students can use BBC Bitesize, Sparknotes and Mr Bruff's Youtube videos (links above) to find out as much as possible about each poem studied. Notes can be made in the exercise book which students have been provided with. We will be working on creating our own videos as well to further support students learning. Any questions or can be emailed to the subject teacher or posted on the Google Classrooms 'stream' for your class.

Following the poetry module, students will be moving on to study Macbeth. Work will continue to be set on ClassCharts and students will be asked to download, annotate and save scenes from the play in addition to completing written activities. We would urge all students to open a folder on their computer where they can organise and save their English work as this will be needed for year 11. A useful way to support your child with this would be to watch a film version of Macbeth together. Netflix and Amazon Prime both have versions available. We would recommend the Michael Fassbender version, but any version will be helpful.

Year 11

Government guidance following the cancellation of exams is that grades will be awarded through a combination of PPE exam data and teacher assessment. These grades will be decided through consultation between your teachers and the exam boards.

For most students, those who are confident they will be awarded their target grades or the grades they need, this means they will no longer need to continue to study English. However there will be some students who are not confident that they will be awarded the grades they need and so who will wish to re-sit the exams next year. If students are in any way unsure whether they will need to re-sit they should continue to revise for English as they were previously.

Students have access on ClassCharts to past papers, 'how to' PPT's, exemplar responses, mark schemes and help sheets. Students should aim to complete 3 - 4 practise answers each week in timed conditions. These can be sent to English teachers for feedback. For those students who know they will not need to sit the exams next year, we will be putting together a research project which will allow students to extend their knowledge and develop skills for A level and university level study. This will be available via ClassCharts.

Food Technology Subject Guidance

Key Stage 3

Year 7

We have been studying raising agents and how food rises. Unfortunately we did not get to make our amazing drop scones or bread recipes.

Quite a few of the pupils asked me for some recipes to cook so I have uploaded to class charts a few recipes. This is only for optional cooking for the enjoyment and is not compulsory. If there is a recipe you would like, email me and I will upload it for you. vkennett@courtfIELDS.net

I have asked the pupils to explore rice, either in a powerpoint, word, google documents for on paper. I have uploaded on class charts a powerpoint with some information and some web links to help complete this.

We only have food once per week and I would like this to be quite detailed so it should take a period of 3-4 hours over 4 weeks.

Year 8

The science of food - how does food change its sensory qualities by being cooked in different ways. Complete our small science experiment and record the results.

Below are some websites to help you

- <https://www.ifst.org/lovefoodlovescience>
- <https://www.scienceofcooking.com/how-is-heat-transferred-in-cooking.html>
- <http://archive.foodafactoflife.org.uk/Sheet.aspx?siteId=19§ionId=135&contentId=818>
(sensory evaluation)

Year 9

We have been working through our NHS project, so to give everyone a break we have launched an Easter research on google classroom.

If you are able then cook a carrot cake and upload the pictures. Answer all the research task questions either on google documents, word or powerpoint and email it to your class teacher.

Key Stage 4

Year 10

We will be starting our Year 10 Mocks for the NEA2. This is the second piece of coursework and it is worth 35% of your overall grade. In this body of work it includes cooking 3 dishes to show your technical skills and also includes the 3 hour food exam, to cook 3 dishes within 3 hours.

The written work in this coursework is just as important as the actual cooking as it shows that you understand and how you use your knowledge to choose dishes as well as looking at nutritional content and how that affects people and what you could do to improve the nutritional content of dishes.

We will start with completing section A of the course work. I have loaded onto class charts the powerpoint and also attached the crib sheet to help complete the course work.

Please email me vkennett@courtfields.net and i will mark and comment on your work and give you tips to improve your grade.

Year 11

Government guidance on awarding of grades suggests that coursework will be considered. Year 11 students should ensure that their two pieces of coursework (NEA1 & 2) reflects the best that they are capable of - guidance will be uploaded to ClassCharts/google classroom to support the completion of this work and questions should be sent to vkennett@courtfields.net

Year 11 - if you have not completed your course work this is absolutely vital and you still have a little time!!

I have uploaded the crib sheet for NEA1 and I have also written a crib sheet for NEA2 to give you some guidance. Read carefully the marking scheme at the back of the sheet. This will give you an indication of what marks you will get and how you can improve.

I cannot mark or individually comment to work but i will answer questions and refer you to text, websites and areas to help guide you.

Remember your coursework is 50% of your grade! Please spend time on this and work hard as you will be rewarded for your effort.

French Subject Guidance

General Information & Useful Links

Each lesson will be set on ClassCharts, and will focus primarily upon vocabulary acquisition, and its application to reading and writing tasks. Where possible, this will be supplemented with puzzles and research tasks/projects, with completed work written up in the book provided or emailed directly to the class teacher. Obviously, there is a huge range of French-language resources online, but please bear in mind that the majority of these will have been designed for a native-speaker audience so may not be easily accessible for learners. However, the following may be of interest:

- www.20minutes.fr
- www.newsinslowfrench.com (part of the content is free but some requires subscription)
- www.france24.fr

And if anyone is feeling particularly brave, www.lemonde.fr

Key Stage 3

Students will be set work on a lesson-by-lesson basis, as per our Scheme of Learning.

Year 7 will be completing the Module 2 work on School, and will then start Module 3 – focusing upon Freetime Activities (including sports & social media). They will also learn how to talk about future events, using the near-future tense.

Year 8 will complete Module 2 about Paris, then begin Module 3 - focusing upon personality, relationships/friendships, music, fashion & clothing. They will also develop their understanding of the past tense.

Year 9 – lesson content will depend upon which group your child is in. Some students will be studying the topic of school; others will be looking at holidays & tourism.

Key Stage 4

Year 10

As for KS3, students will be set work on a lesson-by-lesson basis, as per our Scheme of Learning. The two remaining modules for Y10 will cover the topics of Holidays & Tourism and Work & Employment.

Additionally, all students have been issued with a Revision Guide to supplement work posted each week. There is a link in the inside cover to enable students to access audio files.

Year 11

Until we know once and for all how GCSE grades will be awarded, Y11 students are encouraged to continue to keep up their language learning – all students have a Revision Guide, and resources have been sent out via ClassCharts. This will ensure that their speaking and listening in particular keeps up to their current GCSE standard.

Finally, students are encouraged to access GCSE Bitesize French resources – these can be found at www.bbc.co.uk

Geography Subject Guidance

General Information & Useful Links

Teachers will be setting lessons, tasks and assignments for students to attempt along with guidance, examples of best practice and success criteria where most appropriate on the Classcharts app and software package linked to the school website. Some staff members have also produced Google Classrooms, to further ensure the communication and support can be as efficient and effective as is possible during this time.

Parents can find support in the way of educational video clips on the You Tube website for any and all of the topics your students will be attempting and no doubt succeeding with.

www.youtube.co.uk

Key Stage 3

Year 7 students have recently completed their learning related to Landscapes. They will be beginning a topic with the lessons to teach them about Maps and the lifelong learning skills that are associated with finding their way in the real world. Students will experience both paper based examples of a range of different maps, along with online software and app style mapping activities. They begin with a detailed piece of work to make a map to show their route to school. Culminating with them being able to attempt to design their own local walk.

A very useful website is www.ordnancesurvey.co.uk you will find guidance for each of the elements of the topic we will deliver along with games and advice should you find you need some.

Year 8 students are finishing their study of weather and climate. Students will be beginning their learning of economic activity with primary industries such as farming. Closely followed by

secondary industries with an introduction to steel production for example. Next will be tertiary industries with a focus upon tourism and the impacts tourists can have upon any environment involved with tourism.

Year 9 students will be learning about Population or Development and the study of how people exist in a myriad of different ways in various environments on our planet. They will be attempting to escape poverty in Mexico by migrating to the USA in one of our assignments that focuses upon push and pull factors. Those studying Development will be analysing aid projects and looking at how charity groups such as The Fairtrade Foundation and Heifer International work with the poorer communities across the globe. One of the assignments includes designing a poster for an aid project to highlight the key thrust of the group to capture attention.

Key Stage 4

Year 10 are finishing The Challenge of Natural Hazards topic with revision based activities and readying themselves for the end of unit test. Upon completion they will begin to learn about the topic entitled Physical Landscapes - Coasts. The lessons provided will help them to prepare themselves for the first of our planned field trip experiences at GCSE to Dawlish Warren, where we will investigate the hard and soft engineering strategies employed to protect the fragile spit formation on the south coast. Students will be required to produce a hypothesis based assignment to assess whether Dawlish Warren really needs a combination of both hard and soft engineering strategies to maximise the safety of the physical environment found there.

Year 11 have completed their syllabus based learning and were actively identifying gaps in their progress made to date. Students can use the self assessment booklets they were given. The booklets are located in their Geography folders along with their exercise books, which they have taken home with them. Their folders and books will enable their continued preparations for the future assessment of their abilities, in whatever format or shape that assessment takes, or for next steps/to broaden their general knowledge.

Other useful websites include:

- www.coolgeography.co.uk
- www.aqa.co.uk
- www.BCBCBitesize.co.uk
- www.senecalearning.co.uk

Health & Social Care Subject Guidance

General Information & Useful Links

OCR Health and social care website guidance for students - <https://www.ocr.org.uk/students/>
Course specific help and guidance - <https://www.ocr.org.uk/Images/82369-specification.pdf>

Key Stage 4

Year 10

You will need to share your R022 communication coursework with me if you have not already - remember to name it, I have given an extension to check and improve to make sure you get the best marks possible so after it is shared with me you can still improve and add to it. We will return to R029 from next Wednesday the 1st April.

We will need to work through R029 food and nutrition following the ppt and the guidance on class charts. We will need to be in a position to do the practical immediately upon return to

school. Resources are shared with you on google drive and were emailed. Work needs to be shared with me on google drive so I can check progress.

We are still awaiting clarification from the exam board with regards to NEA/coursework. So please check ClassCharts notifications and alerts. Please note the Year 11 NEA deadline has been extended to Friday 3rd April.

Year 11

Government guidance on awarding of grades suggests that NEA/coursework will be considered. Therefore we are suggesting that students submit what you have for the R027 coursework, this should be Lo1 and Lo2 - basically everything except the filmed practical activity video and the evaluation. This needs to be as detailed and as high quality as you can as we think this will go towards the final marks. If this has not been shared you will need to do so on google drive. The resources for this module are on google drive.

History Subject Guidance

Key Stage 3

Year 7 will be completing a project on castles, their booklet will be uploaded on class charts and google classroom. This follows their work in class where they had just finished the Battle of Hastings 1066 and William's problems. After that is complete (they have the option to design and build their own castle) they will move onto a booklet that covers Medieval Britain.

Year 8 are completing their work in class in a booklet on Victorian/Industrial Britain. This follows exactly what they were learning in class and all lessons are posted on class charts and google classroom. Following this they will look at a focus study on Jack the Ripper.

Year 9 are completing their work on indoctrination in Germany and the Holocaust, this will be done through a booklet that is provided on class charts and google classrooms.

Key Stage 4

Year 11

Government guidance following the cancellation of exams is that grades will be awarded through a combination of PPE exam data and teacher assessment. These grades will be decided through consultation between your teachers and the exam boards.

All resources and revision activities have been posted on Google Classroom and Class charts. In order to prepare any students for AS levels studies a range of projects/focus' will be uploaded as well.

Year 10

All students have a Unit 1 booklet which covers revision tasks from what we have done in lesson this term and the remainder of unit 1. Unit 2 and 3 will be uploaded and tasks set. Seneca Learning also provides revision activities and all students have been added to this.

Maths Subject Guidance

General Information & Useful Links

Each lesson your child's class teacher will put a specific topic and activity up on class charts. This is the suggestion of what to do in the lesson. They will also put up links or advice about

videos to watch or where to get the extra information. When class feedback suggests that the class needs more input then class teachers might make videos or lessons to support the learning. If you want more advice there are several websites that we will be using:

- Hegarty Maths
- Corbettmaths.com
- Mangahigh.com
- Sumdog
- Whizz.com

Not all of these sites are appropriate for all students so please be guided by what the teacher has recommended.

During this difficult time we would like to try to maintain a sense of community as well as continue your child's education. In order to aim for this we will be hosting competitions and challenges. Keep an eye out for the announcements on ClassCharts for further information.

Key Stage 3

As the first port of call we will set you work to complete online, which is self marked and will give instant feedback. We anticipate that these learning portals will be under a lot of pressure during this time and they may be temporarily unavailable, or very slow. If this is the case then alternative worksheets will be suggested which will not self mark or give feedback, but they will allow you to practice the skills. Where possible these will come with videos or a website with explanations.

Key Stage 4

Year 10

As for year 10, the advice is the same as for KS3. Students will be set work to be completed in a variety of portals and formats to hopefully meet the needs of the student and also minimise the impact of technical glitches.

Year 11

Government guidance following the cancellation of exams is that grades will be awarded through a combination of PPE exam data and teacher assessment. These grades will be decided through consultation between your teachers and the exam boards.

For most students, those who are confident they will be awarded their target grades or the grades they need, this means they will no longer need to continue to study Maths. However there will be some students who are not confident that they will be awarded the grades they need and so who will wish to re-sit the exams next year. If students are in any way unsure whether they will need to re-sit they should continue to revise for Maths as they were previously.

It is advisable that study time is used to revise those topics highlighted in class and in the PPE exams as areas of weakness. This is difficult to direct as every student will require different input. Advice about what topics to revise will be posted where possible on ClassCharts, so students should check what to do there.

Music Subject Guidance

General Information & Useful Links

Work will be set via ClassCharts for each student assuming they have no access to musical instruments at home. Research can be done via computer, tablet or mobile phone and

completed work written up in the book provided or emailed to Mrs Chidgey. Where a particular website is recommended it will be included in the lesson outline.

For all year groups there will be a practical alternative where students have access to an instrument. This will also be on the lesson outline and will build into a portfolio of performances that can be used to measure progress

Key Stage 3

Students will be set work on a weekly basis based on the Scheme of work.

For **Year 7** this will be based around the Western Classical Tradition, firstly starting with a project based on the Periods of Music which should take 2-3 hours, and then moving onto the instruments and development of the orchestra.

Year 8 have been set a Rock and Roll project and will move onto Film Music after Easter. The Rock and Roll project should be written up in the books provided or emailed to me. Work for the Film Music unit will be set on a weekly basis and can again be written up or emailed to me.

Year 9 should complete the work set around the 4 chord song in the lead up to Easter. After this I will set work based around popular music giving options for each student to choose an individual pathway that will allow them to gain knowledge about the genre of music that most appeals to them.

Key Stage 4

All students have completed the BTEC Music course and the grades have been entered with the exam board. Students should be awarded the grades that were discussed with them before the February half term.

Philosophy & Beliefs (PB) Subject Guidance

General Information & Useful Links

Each child will have a workbook to work through across the next few weeks. This will be uploaded to ClasCharts for students to access. There will also be a document explaining what work they should complete that week.

A useful website to access for information to help is:

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

Key Stage 3

Year 7 have a pack on Festivals to work through. In particular it covers Passover and Easter. These link well with what they have studied when reading through the Lion, the Witch and the Wardrobe.

Year 8 have a pack on Sacred Spaces. This will help them begin to understand the effects beliefs have on actions and the world around believers.

Key Stage 4

Year 9 and 10 have a pack on Jewish beliefs as part of their GCSE. This makes up a quarter of their course. They should work through it carefully and complete the quiz questions to check their understanding.

Personal Development Subject Guidance

Prior to your daily learning activities students try some of these ideas. They can email their tutor pictures to show what they have done.

10 Day Tutor Time Challenge!

Each day try the suggested activity below, you could email your form tutor to tell them about it or keep a record in a journal or digitally.

				
Try a yoga pose.	Write a gratitude list.	Watch a TED Talk online.	Sketch a picture.	Create a positive playlist.
				
Get in touch with a friend.	Listen to a Podcast.	Read a new book.	Try a healthy recipe.	Do a home work - out.

Additionally, we have shared Wellbeing Challenges earlier in this booklet which we encourage our students and families to try.

You can also access information on the Court Fields Website by selecting the curriculum tab and then PD/SMSC/PSHE <https://courtfIELDS.net/smscpshee/>

KS3 and KS4

The national careers week website has a huge amount of information freely available for any age. They have a fantastic selection of blogs and other resources.

<https://nationalcareersweek.com/>

KS4 Careers Guidance

[Like to Be](#) is an online network which helps introduce students to professional online networking and creates regular, employer engagements on their platform. They are looking for students, teachers and employers, who would like to continue to connect with one another over the coming months, to join their online community for free. Employers can set up a profile on the Liketobe.org platform and invite their student and school contacts as well as the larger Liketobe.org community to watch presentations, ask questions and maintain their workplace and career awareness with young people. <https://www.liketobe.org/>

[Home learning activities for students](#)

Careerpilot have collated activities for students to work on at home. Each session prompts students to work through suggested activities on Careerpilot and should take around an hour to complete. <https://www.careerpilot.org.uk/adviser-zone/home-learning-activities-students>

The [Youth Employment UK](https://www.youthemployment.org.uk/) website offers careers advice for young people, including information on [construction careers](https://www.youthemployment.org.uk/). <https://www.youthemployment.org.uk/>

Willmott Dixon has developed a programme of STEM challenges and educational activities for schools that encourage pupils to engage with STEM topics related to construction. The challenges and resources have been developed with a partner school and are linked to the new National Curriculum.

Go Construct Ultimate Quiz and [careers and education activities](http://www.goconstruct.org/inspire/information-for-employers/resources/careers-educational-resource-toolkits/careers-and-educational-activities/)
<http://www.goconstruct.org/inspire/information-for-employers/resources/careers-educational-resource-toolkits/careers-and-educational-activities/>

Year 10 and Year 11 - A booklet has been put on class charts in your tutor area which has a wealth of resources and information to help you with your career goals and aspirations, there are some great web links included..

The Court Fields website has a variety of information available to parents and students. Please visit the school website and then choose Curriculum then Careers. Our Careers advisor Mrs Barrett updates this section regularly. <https://courtfIELDS.net/category/careers-2/>
Also please check your gmail accounts for any emails we will use this to inform you of careers information relevant to you.

For Year 11 the government has a superb apprenticeship site which can be accessed with this link: <https://www.gov.uk/apply-apprenticeship>

Photography Subject Guidance

General Information & Useful Links

All work will be set via ClassCharts and students will need to set up a new google slides document on the Court Fields school site and share it with me. This is not so much about spending 180 minutes per week but about how that time breaks down in different tasks from unit 1 or unit 2.

Key Stage 4

Year 10

As with the artists, this group too, have been set the beginning of a new project. This is very difficult to do remotely. Please again read through the whole instructions first as the tasks will need organising as to how to get the best results. The students can begin a new google slides document for this unit of work. Please do not add it to your everyday unit and then share it with me please. This way I can mark it and get feedback to you effectively. Again any problems then please just get in touch.

Physical Education Subject Guidance

General Information & Useful Links

All students are encouraged to maintain and improve their physical fitness over the coming weeks. Arguably, now more than ever, it is essential that students complete at least 30 minutes high intensity or 60 minutes low-medium intensity exercise every day. In addition to the physical benefits, the evidence clearly shows that this will indeed have an extremely positive effect on an

individual's mental health as well. In the sections below it will explain what your child is expected to do. Some useful links and guidance have been included to help with your child's learning. Students are to ensure these workouts correlate with social distancing rules as outlined by the government.

The PE staff would love to hear over email about the different workouts and learning you have been doing so please do keep us posted on your progress!

Key Stage 3

All KS3 students have been set the following task; Your job is to think about a sport you do or enjoy and devise a training programme to improve certain aspects of fitness for that sport- For example to improve speed or strength in football. You then have to undertake and record data of the programme. Finally, you need to evaluate the training programme. Enjoy this independent learning task and use the links on the relevant pages to help you with your programme. When you have done this please upload via google classroom or google mail your class teacher.

In addition to this task, students are encouraged to maintain and improve their physical fitness by completing daily workouts. Below I have included some popular youtube links to help you find the right workouts to suit your individual needs. Joe Wicks Daily PE Workouts is extremely popular and is included in the list below.

Youtube Videos:

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ> (Joe Wicks Body Coach PE Lessons)

https://www.youtube.com/watch?v=gC_L9qAHVJ8 (Body Project Low Impact Workout)

<https://www.youtube.com/channel/UC0Vlhde7N5uGDIFXXWWEbFQ> (Just Dance Videos)

Key Stage 4

Year 10 OCR Cambridge Nationals Sport Studies.

On ClassCharts OCR Sport students have been set a range of differentiated revision tasks covering all aspects of the externally assessed tasks (RO51 Contemporary Issues in Sport). Students need to select different revision tasks, complete these and send completed work to their class teacher for marking and feedback.

In addition, students can access the following links to help them with their revision Course Specification:

www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/

Mr Howes does some very good tutorials on all topics:

<https://www.youtube.com/channel/UCLnVA4fZMOiTNkqbnR4uyA>

Year 11 OCR Cambridge Nationals Sport Studies

Having communicated with OCR regarding OCR Sport Studies you will be pleased to hear that is business as usual and they still want all NEA/coursework grades submitted. Thankfully, the exam element was completed last year and the resits in January- these grades will be taken forward for this element of the course.

Due to the hard work of our sport students we were ahead of the time scale and there are only a couple of tasks left to do. I am aware some students have finished, however students need to ensure they have sent Mr Conway the tasks below which have been set on Class Charts. Failure to do this will affect the student's grade significantly.

You must ensure you complete all tasks below asap and send to Mr Conway's school gmail account (jconway@courtflds.net)

- Task 1
Use the media powerpoint to complete LO4 and LO5.
- Task 2
You must complete an evaluation for your leadership session you did in January. You must include what went well, what didn't go well and what could be improved in future? (use exemplar on page 29-31 of attached. This is higher grade work).
- Task 3
Complete officiating test for either football or badminton in depth. Please use the internet to help, however do not copy the answers word for word.

All of the attachments (PowerPoints, Sheets etc) are on ClassCharts.

Year 10 and 11 Core PE

Whilst no specific tasks have been set for KS4 core PE, students are still encouraged and expected to maintain and improve their physical fitness.

Please see links below to videos that students can use to help with this

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

(Joe Wicks Body Coach PE Lessons)

https://www.youtube.com/watch?v=gC_L9qAHVJ8 (Body Project Low Impact Workout)

<https://www.youtube.com/channel/UC0Vlhde7N5uGDIFXXWWEbFQ> (Just Dance Videos)

Science Subject Guidance

General Information & Useful Links

Students need to continue the courses they have been studying at school, with guidance and resources provided by their class teachers through class charts. Teachers will set a variety of tasks and resources, including online learning platforms (Seneca and ActiveLearn), videos to watch and make notes on, powerpoint presentations to look through, worksheets and quizzes to complete etc.

Useful websites include:

- Seneca learning - <https://www.senecalearning.com>
- BBC bitesize KS3 - <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
- BBC bitesize GCSE - <https://www.bbc.co.uk/bitesize/examspecs/zqkww6f>
- The Exploratorium - <https://www.exploratorium.edu/>
- Science Kids - <http://www.sciencekids.co.nz/gamesactivities.html>

Key Stage 3

All KS3 science work will be set through SENECA (<https://www.senecalearning.com>) - students were encouraged to sign up over the final school days but can do so from home if not. Miss Spiers will set all assignments on Seneca for all KS3 classes, class teachers will also inform students of this through ClassCharts. This expectation is that all students must achieve a minimum of 80% for each assignment to be considered complete - they should retake them if not.

Year 7

Students will need to follow the instructions below to join the SENECA class - they will use this to support their learning outside of class.

1. Seneca Learning - <https://www.senecalearning.com/>

2. Follow the link
3. Click – students start here and set up free account
4. Click on 'Classes and Assignments' in top right hand corner
5. Click 'Join a Class' – use the following code: **e5qjqxyjtp**
6. Attempt the assignments - x3 will be set each week to replace lessons.

Year 8

Students will need to follow the instructions below to join the SENECA class - they will use this to support their learning outside of class.

1. Seneca Learning - <https://www.senecalearning.com/>
2. Follow the link
3. Click – students start here and set up free account
4. Click on 'Classes and Assignments' in top right hand corner
5. Click 'Join a Class' – use the following code: w7xo3p26xm
6. Attempt the assignments - x3 will be set each week to replace lessons.

Key Stage 4

Year 9 and 10

It is essential that year 9 and 10 students continue to study their Edexcel GCSE courses in order to avoid growing gaps in their knowledge and keep their minds working at the level they have been maintaining all year. They will have only completed roughly $\frac{2}{3}$ of the content designed for this year, so they must follow the instructions given on Class Charts by their teachers and ensure they make notes in the exercise book provided.

Teachers will be setting individual lessons on Class Charts to cover everything that would have been studied in school, students must simply follow the instructions and complete all tasks set. Tasks will vary in style and complexity and will be designed for each class by the teacher who would ordinarily be teaching them; this might mean short tasks using the exercise book provided, or longer tasks using an online learning platform or website - teachers will be trying to vary the style of work to keep it as interesting as possible for students to do at home.

We will shortly be providing access to the Edexcel ActiveLearn online resources, this will enable students to see the course textbooks and use a wealth of other resources designed by the exam board for the GCSE course. As soon as this access is arranged, teachers will give instructions on how to access the website through Class Charts.

Students can also contact their science teachers if they have any questions or concerns about the work set or how to complete a particular task.

Year 11

The current government guidance regarding grading states that grades will be awarded through a combination of PPE exam data evidence and teacher assessment. These grades will be decided through consultation between teachers and the exam boards.

It is unclear what further education institutions may put in place for students starting their A/AS levels in scientific disciplines in September, it is possible they may ask students to sit a 'base-line' test to give them some idea of expectations for individual students moving forward. It is important therefore, that all students intending to follow any course related to science in September continue to revise and improve their science knowledge.

Students have resources to help them do this; revision guides and workbooks that include the entire AQA science specification can be completed and mastered; Seneca learning (<https://www.senecalearning.com/>) assignments and courses for an interactive approach; BBC

bitesize, youtube and a wealth of resources to keep learning interesting and varied. Students can also contact their science teachers if they have any questions or concerns about the future.

Spanish Subject Guidance

General Information & Useful Links

Each lesson will be set on ClassCharts, and will focus primarily upon vocabulary acquisition, and applying this to reading and writing tasks. Where possible, this will be supplemented with puzzles and research tasks/projects, with completed work written up in the book provided or emailed directly to the class teacher. Obviously, there is a huge range of Spanish-language resources online, but please bear in mind that the majority of these will have been designed for a native-speaker audience so may not be easily accessible for learners. However, the following may be of interest:

- www.holaquepasa.com
- www.newsinslowspanish.com (some content requires subscription)
- www.mydailyspanish.com

And if anyone is feeling particularly brave, www.elpais.com or for a Spanish-language publication from the USA, try www.eldiariony.com.

Key Stage 3

Students will be set work on a lesson-by-lesson basis, as per our Scheme of Learning.

Year 7 will be completing the Module 2 work on Freetime Activities, and will then start Module 3, focusing upon the topic of School.

Year 8 will complete Module 2 about Mobile Phones & Social Media, TV and Music, then begin Module 3. This will cover the topic of Food & Drink, which gives plenty of scope for research tasks / projects.

Year 9 will be completing a module of work all about My Town / Region. Again, there will be opportunities to research / complete projects about not only their own town here in England, but also towns/cities across the Spanish-speaking world.

Key Stage 4

Year 10

As for KS3, students will be set work on a lesson-by-lesson basis, as per our Scheme of Learning. The two remaining modules for Y10 will cover the topics of Work & Employment, and Tourist Information.

Additionally, all students have been issued with a Revision Guide to supplement work posted each week. There is a link in the inside cover to enable students to access audio files.

Year 11

Until we know once and for all how GCSE grades will be awarded, Y11 students are encouraged to continue to revise as per their normal schedule – all students have a Revision Guide, and resources have been sent out via ClassCharts.

Finally, students are encouraged to access GCSE Bitesize Spanish resources – these can be found at www.bbc.co.uk

Technology Subject Guidance

General Information & Useful Links

- www.technologystudent.com
- www.senecalearning.com

Key Stage 3

As a large majority of work within Design & Technology is project based we have developed a scheme of learning when working from home that gives students a variety of learning objects which also allows a range of outcomes to ensure progress out of the classroom.

All projects have been uploaded to google classroom and once students log on through courtfields.net they will be able to open the project guidance. We are expecting that all work should be completed in their working from home books however if students want to use ICT to support their learning that is also fine.

Key Stage 4

Year 10

Students will be sent practice exam papers to complete which will be followed by the mark scheme during the following week. We would like the students to complete what they can confidently and then research the questions not completed using their revision guides or a different source.

Consolidation work will be set to ensure the content from year 10 is embedded and PowerPoints used in lessons will be uploaded to google classrooms as appropriate.

Year 11

NEA/Coursework for year 11 could be a key factor when determining final grades so it is important that this work reflects the best efforts of each student.

Every student is able to access their Non-Examined-Assessment portfolio through google drive and they have been sent feedback that is generic to all that gives some *top tips* towards completion. This should be completed by Friday 3rd April.

Reading at Home Guidance

General Information & Useful Links

While your child is not at school it is vital that they keep up with regular reading practise. We are happy for children to be reading anything that interests them – this could include magazines and newspapers as well as fiction novels – but as a rule we would expect students to be reading for around 20 – 30 minutes per day. The following links are for e-books and audiobooks which may be of interest:

Ebooks

- World Ebooks (you will need to open an account):
<https://worldbook.kitaboo.com/reader/worldbook/index.html#!/>
- Kindle Free Ebooks (you will need to open an account and download the Kindle app onto your phone):

https://www.amazon.co.uk/free-kindle-books-eBooks-Store/s?k=free+kindle+books&i=digital-text&rh=n%3A341689031%2Cp_72%3A358671031&dc&qid=1584869081&rnid=358669031&ref=sr_nr_p_72_1

- Somerset Libraries (you will need to join if you are not already a member):
<http://somersetlibraries.co.uk/e-resources/e-books/>

Audiobooks

Audible stories:

https://stories.audible.com/start-listen?fbclid=IwAR12bxJ0L96tiuZpU3wg4rYrcTNczkooQX0iMB1G_hfjEco5q5VZWOAaN9k

We recognise that many parents will be keen to support their children with their reading, and would encourage this where possible.

A booklet has been shared with all students on ClassCharts which gives detail of how to effectively support with reading.

There is also a reading record shared. We would be grateful if parents would fill this in every day so that we can monitor and award students reading.

Links to Other Useful Learning Resources

ClassCharts

<https://www.classcharts.com/>

Please contact the school office if you need your login. We will be routinely uploading work for students.

A Parent/Carers' Guide to Google Classroom

<https://youtu.be/2lowi-gmbys>

Support to help you and your child understand Google Classroom, which may be used by some teachers to set work.

BBC Learning

<https://www.bbc.co.uk/bitesize>

Excellent range of resources and revision materials

BBC Teach

<https://www.bbc.co.uk/teach>

Parents/carers can use BBC Teach for free. Explore thousands of free educational video and audio clips.

Hegarty Maths

<https://hegartymaths.com/>

Corbett Maths

<https://corbettmaths.com/>

Additional Maths resources:

<https://Mangahigh.co.uk>

<https://Saundog.co.uk>

PiXL timetable app

PiXL maths app (uses same login as the times table app)

Khan Academy

<https://www.khanacademy.org>

Especially good for maths and computing for all ages but other subjects at Secondary level. Note this uses the U.S. grade system but it is mostly common material.

Futurelearn

<https://www.futurelearn.com>

Free to access 100s of courses, only pay to upgrade if you need a certificate in your name (own account from age 14+ but younger learners can use a parent account).

Seneca

<https://www.senecalearning.com>

For those revising at GCSE or A level. Tons of free revision content. Paid access to higher level material.

Openlearn

<https://www.open.edu/openlearn/>

Free taster courses aimed at those considering Open University but everyone can access it. Adult level, but some e.g. nature and environment courses could well be of interest to young people.

Blockly

<https://blockly.games>

Learn computer programming skills - fun and free.

Ted Ed

<https://ed.ted.com>

All sorts of engaging educational videos

National Geographic Kids

<https://www.natgeokids.com/uk/>

Duolingo

<https://www.duolingo.com>

Learn languages for free. Web or app.

Mystery Science
<https://mysteryscience.com>
Free science lessons

The Kids Should See This
<https://thekidsshouldseethis.com>
Wide range of cool educational videos

Crash Course
<https://thecrashcourse.com>
You Tube videos on many subjects

Crest Awards
<https://www.crestawards.org>
Science awards you can complete from home.

iDEA Awards
<https://idea.org.uk>
Digital enterprise award scheme you can complete online.

Tinkercad
<https://www.tinkercad.com>
All kinds of making.

British Council
<https://www.britishcouncil.org/school-resources/find>
Resources for English language learning

Big History Project
<https://www.bighistoryproject.com/home>
Aimed at Secondary age. Multi disciplinary activities.

Geography Games
<https://world-geography-games.com/world.html>
Geography gaming!

The Artful Parent
<https://www.facebook.com/artfulparent/>
Good, free art activities

The Music Teacher
http://www.musicteachteacher.com/music_quizzes/music_quizzes.htm

History on the Net – Research All of History
<https://www.historyonthenet.com/>

The History Learning Site - Covering all History topics
<https://www.historylearningsite.co.uk/>

Scratch
<https://scratch.mit.edu/explore/projects/games/>
Creative computer programming
Python coding for KS3
<https://codecombat.com/>

Computing resources for KS4
<http://smartrevise.online/> to form a key part of revision in and out of school.
<http://erevision.uk/> for assessments in case of closure.
<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk> for extra revision.

Memrise for KS4 Language resources
<https://www.memrise.com/>
Students have had instructions to login

30 Things to do During School Closure (thanks to Kirstie Allsopp for inspiration)

1. Identify 20 flowers

Learning by photographing, identifying and drawing flowers can become a long-term project. It's also a great way to involve older family members, who can help over video calls. If you can't get out, then find pictures on the internet instead.

2. Dismantle the loo

Lift the cistern lid and show them what happens when you flush. Can they work out that it's the ballcock that stops it overflowing when it refills?

Get them to draw the mechanisms and create step-by-step instructions for giving it a thorough clean.

3. Shrink a jumper

Until you've shrunk a top or turned a white wash pink, sorting laundry seems a bit of a faff.

So show, don't tell. Root out a jumper no one wants and sacrifice it to a hot wash. They'll discover the damage that friction, soap and heat will cause.

Ask them to measure the jumper before a 60c wash, then again afterwards (you can use the ruined jumper as felt for crafting, too). Also, show them how to check the drum for stray red socks that will leach colour into the next white load, and how to de-lint the tumble-drier.

Being able to trust them with laundry helps us now — and them when they live on their own!

4. Learn countries, capitals and flags

There are loads of websites and quizzes to help you learn all about the countries in the world.

5. De-scale the kettle

Show children the limescale build-up, then ask them to research how it gets there and why an acidic lemon might help to remove it.

Slice a lemon in half, squeeze the juice into your empty kettle, add the two halves and then half-fill with water. Boil and leave overnight. They'll have learnt a planet-friendly cleaning tip, and had a science lesson.

6. Master the art of sewing buttons

Charity shops and landfill sites are full of clothes chucked out because of a missing button.

Help your child learn how to thread a needle and sew on buttons or get them to research it on YouTube.

7. Bird watch

The RSPB website (rspb.org.uk) has great resources and suggestions for how you can help your winged friends while stuck inside — whether you have a garden or a city centre balcony.

8. Vacuum behind the fridge

Pull out any large furniture and encourage children to guess what might be lurking behind them.

Hopefully, you'll just find a pile of dust they can help clean up.

9. Cook up a storm for breakfast

Discover how you — and your children — like yours by making them a different way each morning for a week.

Fried, then poached, scrambled, boiled and as omelettes, followed by French toast and pancakes at the weekend.

10. Work on your Yorkshire Puddings

People often say they feel too intimidated by the idea of making Yorkshire puddings from scratch, so instead play it safe and buy ready-made versions.

Here's J Michelin starred chef James Mackenzie's recipe:

facepublications.com/news/perfect-yorkshire-puddings

11. Do Granny and Grandad's timeline

One day this pandemic will be something our children talk to their grandchildren about, so it's a great starting point for a family tree project with a difference.

Get them to start with their grandparents' dates of birth, adding details such as when they got married and when their children were born. Then set up video calls where your children can ask about the standout events of their grandparents' lives.

These can be personal, but also memories of occasions such as the moon landing, when President Kennedy was shot and how they felt when Princess Diana died.

This will bring recent history to life for everyone involved.

12. Cook pasta like a top chef

Learn how to cook it properly!

Salt it good! Don't just give a single tap of the shaker — you want at least a tablespoon for six quarts of water. A chef we know uses two tablespoons of salt for six quarts of water. Why? Because it tastes so much better that way.

13. Recycle like a pro

Get the whole family to study the council's recycling brochure, which is available online, and if you don't compost already, this might be a good time to start.

14. Change a lightbulb!

Teach your children about everyday jobs, such as how the fuse box works. You don't want them left quite literally in the dark when they eventually move out.

15. Grow your own food

There's something very comforting about planting a seed, watching the first green sprout push through the soil, and then nurturing it to maturity.

16. Use vinegar on the windows

Did you know you can clean windows with newspaper? First add a couple of tablespoons of white vinegar to a gallon of cold water, decant it into a spray bottle and spritz it on to the glass. Then you scrunch up newspaper and rub the window clean.

This might be old-fashioned, but it's another eco-friendly trick.

Get your kids researching other natural cleaning products to make at home. Bake Off winner Nancy Birtwhistle has loads of brilliant tips on her social media channels.

17. Draw a cartoon character

Research has shown drawing can be good for your mental health. Artist Rob Biddulph, the official World Book Day illustrator, is posting a draw-along video every Tuesday and Thursday at 10am at robbiddulph.com. People are posting the results with the hashtag #DrawWithRob.

18. Learn how to iron a shirt

A recent report revealed two-thirds of Britons aged 25 to 29 can't work an iron; nearly half admit to struggling to change a duvet cover.

How on earth would they have coped with sheets and blankets? This is a national embarrassment, and one parents have a duty to resolve.

19. Make the perfect Sunday roast

Teach your children how to make the perfect Sunday roast, and use the leftovers on Monday for bubble and squeak!

20. Mix up some mayonnaise

Mayonnaise is great to make with kids because of the alchemy of it, how it turns from one thing to another. Look for a simple recipe online.

21. Bucket List

Every time anyone in your house says or thinks of something they'd like to be doing, but can't due to the lockdown, get them to write it on a piece of paper and add it to a jar.

When things are back to normal, you can work your way through your 'bucket list'

22. Skip away the blues

We all need to make sure we do something each day that makes our hearts beat faster to stay fit. Skipping is a great way to do this, and if you put the kids in charge of the family's daily exercise routine — paying them to be our personal trainers — they're more likely to want to do it.

23. Learn to love your dishwasher

Our children have a tendency to think fairies load the dishwasher — the idea it might need regular servicing would probably blow their minds. Show them where the salt and rinse aid goes — and get them to unload it while you're at it!

24. Make elderflower cordial

If the children are still at home in June, there'll be elderflowers — those flat-topped clusters of tiny, creamy-white flowers — to pick in the woods and hedgerows. Making your own elderflower cordial is a joy. The flowers are best picked when the buds are freshly open on a warm, sunny day. Shake off any insects and rinse briefly in cold water before using. There are loads of recipes online.

25. Conjure up a meal from scraps

Our own grandmothers would be appalled by how much perfectly good food goes straight into the bin these days. Empty supermarket shelves have been a salutary reminder that waste is a terrible thing. With that in mind, challenge your kids to come up with their own recipes for leftovers — for example, cold mash can be mixed with tinned fish to make fishcakes. See how many ideas they can come up with to make a cooked chicken cover several meals.

26. Plan your meals

In our current climate of having to stay home unless it is vital, why not sit down and plan your meals for the next week to make best use of what you have at home, and give your children skills they can use in later life.

27. Financial planning

Look at the activities online via NatWest and Barclays to get your child up to speed with financial matters.

28. Start saving

Why not use the opportunity to put aside the money that your child won't be spending while they're at home? Set up a savings account online or put the cash away in a piggy bank.

29. Do it Yourself

While you're at home, why not take the opportunity to paint your room or help your parents do some DIY.

30. Go green (fingered)

Spring is a great time to get out in your garden if you have one. There are plants to be pruned, weeds to be dug up and grass to be cut.

Parent/Carer FAQs

1. Do I qualify as a keyworker?

The Government has published further information regarding 'key worker' status and the provision that may be required for them. The key information is as follows:

If children can stay safely at home, they should, to limit the chance of the virus spreading. That is why the government has asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend. Schools are, therefore, being asked to continue to provide care for a limited number of children - children who are vulnerable and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home.

Please, therefore, follow these key principles:

- If it is at all possible for children to be at home, then they should be.
- If a child needs specialist support, is vulnerable or has a parent who is a critical worker, then educational provision will be available for them.
- Parents should not rely for childcare upon those who are advised to be in the stringent social distancing category such as grandparents, friends, or family members with underlying conditions.
- Parents should also do everything they can to ensure children are not mixing socially in a way which can continue to spread the virus. They should observe the same social distancing principles as adults.
- If children can stay safely at home, they should, to limit the chance of the virus spreading.

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers#critical-workers>

Guidance on what roles are identified as 'key workers'

- Health and social care
- Education and childcare
- Key public services
- Local and national government
- Food and other necessary goods
- Public safety and national security
- Transport
- Utilities, communication and financial services

Please use this link to complete the following simple questionnaire to enable us to fully ascertain which of our children will need to be supported over the coming weeks.

[Key Worker Questionnaire \(https://forms.gle/ar53GYgbCqMocTeS8\)](https://forms.gle/ar53GYgbCqMocTeS8)

2. I do not have a computer at home, how can I access work?

Students can access ClassCharts on their phones, via the app. Teachers will add work every day, or when students would have had that lesson on their timetable, in school.

3. I do not have Internet access at home, how will my child get work?

If students have enough data allowance with their phone, they can access the internet via the local 4G signal, which is generally good in Wellington and surrounding areas. We can also post work to you at home.

4. I do not have a printer at home – do I need to print work off for my child?

Teachers are doing their best to set work, which does not necessarily need to be printed off. If your child needs a hard copy of the work, we will do our best to get these to you. Please let us know the details of what you need via email.

5. How does my child get support with work set on ClassCharts that they do not understand?

Teachers are available online throughout the school day. They can be contacted through their Google mail accounts; these can be accessed via the link on www.courtfields.net. A teacher's Google mail address will be their initial and surname followed by courtfields.net Eg. rcummins@courtfields.net.

6. How do I get my ClassCharts login?

All students should have their ClassCharts login. If, for any reason you do not have it, or it is not working, our IT team will be able to help you – you can contact them on: support@courtfields.net

7. How does my child submit the work they complete and how will it be marked?

All work will be set on ClassCharts, students can email work via Google mail. Also, classes have been set up on Google classrooms – some teachers might direct students to this classroom via a code that they post on ClassCharts. Work can also be submitted for marking on Google classrooms.

8. What happens when they have done all the work set on ClassCharts? Will more be set?

Work will be set every day following your child's school timetable. No student should run out of work, if they do please contact the teacher or the school.

9. Will I be able to collect and return work to school?

No, we cannot allow any parents into school to deliver or collect work, due to safety restrictions. The safest way to communicate with the school and teachers is via the internet and email systems.

10. My child is in year 11 will they have a prom?

Prom will go ahead for our current Year 11s. This may well not be on the current calendared date, so we will review the situation nearer the time and look to reschedule if necessary to later this year.

11. My child is in Year 7 will the Year 7 Celebration go ahead?

We value the importance of camp and how the experience supports our students to bond. We will assess when we have a clearer idea about return to school about trying to do this early in the next academic year.

12. I have paid for a trip that has been cancelled. How do I get a refund?

Please contact the Finance office via the Main School email and they will be able to deal with your query.

13. What do I do if my child does not want to complete the work that has been set?

Do not worry, teachers have spent lots of time putting plenty of resources online. Just encourage your child to do their best. There will be a lot of suggestions, weblinks and ideas available so that students have a choice for some of the activities. We would not want parents to feel that they need to insist that their child completes all of the work; the last thing we would want is for this to create any sort of conflict in the home, especially during this unprecedented time.

14. Another child we know seems to be doing much more work than my child?

There is no need to compare how your child is working to another. Just like in school lessons, children learn at different rates; what matters is that they are engaging with the work and doing their best. The work set by teachers is differentiated for the children that they teach, so it will be appropriate for them. If you need more work for your child, because they are finishing the work consistently in detail, then please contact your child's teacher by email or via ClassCharts.

15. The work my child is doing seems so difficult and it is very different to anything I did at school. What if I can't help them?

You are not expected to home school your child, this is distance learning at best, and an unprecedented emergency situation. Just do your best to support your child and encourage them to contact the teacher if they are not sure, or perhaps ask another student in their class.

16. Will the work my child does get marked by a teacher?

Yes, although realistically this will not be done in detail until we return in September. Any work they do now can be emailed to the teacher for feedback. If your child has completed work in an exercise book, you can take a photo and email it that way. Teachers will still be using the reward system for congratulating all of the fantastic work that your child is doing.

17. What computer programme should my child use to do work?

Work is set online on ClassCharts. This is accessed via the app, or your internet browser.

Students should complete the work set either online using google docs or in the workbook provided to all students.

Google docs can be accessed via a computer or mobile device by following the link (<https://doc.google.com/>). Google provides several programmes which can be used to complete work all of which can be easily shared with teachers for feedback. Google Docs is similar to Microsoft Word, Google Sheet is similar to Microsoft Excel and Google Slide is similar to Microsoft PowerPoint.

If students are working in the workbook provided they can take a picture of their work and email the picture to their teachers for feedback.

If you have any difficulties in accessing these google applications or have any other IT issues please do not hesitate to contact the school using the main school email address: sch.552@educ.somerset.gov.uk



**Achieve.
Belong.
Participate.**

