



# Parent Guide

(Version 2 – Updated 22<sup>nd</sup> May 2020)

# Parent/Carer Booklet Contents

General Information	3
Help & Advice	4
Year 6 to Year 7 Transition	4
Year 10 Information & Guidance	4
Year 11 Leavers Advice & Guidance	5
Higher Project Qualification	5
Department for Education Coronavirus Helpline	6
Safeguarding	6
Online Safety	6
Wellbeing & Emotional Support	6
SEN Support	7
Free School Meals Arrangements	8
Support for Parents & Carers	8
Learning from Home	8
Art & Design Subject Guidance	11
Computing Subject Guidance	12
Drama Subject Guidance	14
English Subject Guidance	15
Food Technology Subject Guidance	16
French Subject Guidance	17
Geography Subject Guidance	18
Health & Social Care Subject Guidance	19
History Subject Guidance	19
Maths Subject Guidance	20
Music Subject Guidance	21
Philosophy & Beliefs (PB) Subject Guidance	21
Personal Development Subject Guidance	22
Photography Subject Guidance	24
Physical Education Subject Guidance	24
Science Subject Guidance	25
Spanish Subject Guidance	26
Technology Subject Guidance	27
Reading at Home Guidance	28
Links to Other Useful Learning Resources	29
30 Things to do During School Closure (thanks to Kirstie Allsopp for inspiration)	31
Parent/Carer FAQs	34

## General Information

We do appreciate that Learning@Home is a different way of working for both students and parents. Thank you for your support in helping your child adjust to this new way of working.

We have worked hard to build a programme of high quality learning and high expectations for all of our students, alongside our schemes of learning. This will help to ensure that the impact of school closure on our students is minimised.

You may be aware that there are a number of online sources of support and resources available for parents/carers, students and staff. Our Faculty staff have reviewed these resources, and, as appropriate, incorporated them into their Learning@Home plans for the coming weeks. This will ensure that our students have the most effective personalised learning path for them, whilst school is closed. Our teachers know your children, so they are the best placed to plan for their learning and advise if support is needed.

You may however wish to visit some of these sites for additional activities or to help support your child/children should they wish to access this. If your child is unclear or struggling to understand or access their Learning@Home we would of course advise that they contact their class teacher in the first instance. Teachers are easily available on their school email address daily. Simply use the format: initialsurname@courtfields.net.

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

What parents can do to support learning at home:

- Continue to be positive 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 have adapted well to home learning. 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 continue to 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 if you have any concerns. Please note that phone lines may be busy, so it may be easier for you to leave a message or email us as follows:

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

## Year 6 to Year 7 Transition

We are excited to have begun transition with our future year 7s. At this time, our provision will look different, but we are ensuring all our new students are well informed and excited about the next step of their educational journey.

Mrs Westwood and Miss Stephenson are working with year 6 teachers and developing information on all our students, we have sent out a Transition Booklet filled with lots of useful information and support. We are still hoping to provide some face to face transition in at the end of June in line with government guidelines, as well as creating virtual school tours and introductions to staff. To further support our students, we will be providing a 'Be Awesome, Go Big' transition project that we will be launching after half term.

We are encouraging parents/carers of our year 6 students to follow our Facebook Transition page that will be active from the 1<sup>st</sup> June along with a dedicated Year 6 information page on our website.

These are very different times but we are excited to adapt to the challenges and ensure all our new students feel confident and excited to become part of our Court Fields Community.

## Year 10 Information & Guidance

As you know, the Government have suggested that all Year 10 students should have some time with their teachers before the end of the summer term. Our approach will be to plan an ongoing series of academic monitoring / review meetings. These would enable us to control the flow of pupils (and parents) in to the school and would allow us to have open and detailed conversations with all pupils in Year 10.

We will be able to establish where students are with their learning, what they have done, what they have struggled with or not done so we can set appropriate work for them to do remotely and then plan properly for a full time return hopefully in the autumn term.

This will be very useful for the pupil and the teacher and be safer for all concerned than having multiple groups of children in school at one time. A letter has been sent to all Year 10 parents to explain this process, and further communication will be sent home, including a personalised Tutorial Pack for each student.

### Year 10 Dates:

Y10 –1 <sup>st</sup> & 8 <sup>th</sup> June:	Review Meetings/Tutorials and Revision
Y10 –8 <sup>th</sup> June:	Assessment Week

## Year 10 Daily Check-in

The purpose of this check-in is for staff to be able to support students with any issues they may have. This could be with accessing, understanding or completing the learning tasks set. Students will also be able to tell us how they are feeling in terms of their wellbeing.

The daily check-in will need to be completed every school day before 10am. All student will be personally emailed the check-in form to complete. Please see the letter sent to all parents of Year 10 on May 1<sup>st</sup>, detailing how the check-in process will work.

## Year 11 Leavers Advice & Guidance

As you know, the GCSE examinations have been cancelled this year and your child will not sit any examinations this summer. Teachers have reviewed your child's progress and followed the government guidance to submit grades. GCSE results will be awarded in the Summer.

It is vital that students continue to keep up their learning habits and should continue to do some 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:

- 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. .
- Undertake a project in a subject and topic of their choice.

**Richard Huish** have published a booklet and a Headstart programme for school leavers, with a wealth of resources to help prepare you for studying A-Level courses in September

<https://www.huish.ac.uk/school-leavers/huish-headstart/>

**Bridgwater and Taunton College** also have information and resources available for school leavers. <https://www.btc.ac.uk/>

The latest updates from the Government & Ofqual about GCSEs and results can be found here:

<https://www.gov.uk/government/news/ofqual-publishes-initial-decisions-on-gcse-and-a-level-grading-proposals-for-2020>

## 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 have several Year 11 students who are studying 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. Students following the course have completed the initial lessons on research strategies and methods and should now be focused on their own research, following their individual research plans.

Next year we will be offering this course to year 10 students from September as a form of enrichment. HPQ is worth half a GCSE and is very highly thought of by both colleges and higher education institutions. If think you would be interested in doing an HPQ please contact either Miss Martin or Mrs McCarthy for further information.

## Department for Education Coronavirus Helpline

(please note that this guidance is due to be updated on 31<sup>st</sup> May 2020)

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](mailto: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](mailto: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](mailto: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/](http://www.nhs.uk/oneyou/every-mind-matters/)

**Additional Support Networks with Advice and Guidance**

- Kooth Counselling - [www.kooth.com](http://www.kooth.com)
- Childline - 0800 1111
- Students Minds - [www.studentminds.org.uk](http://www.studentminds.org.uk)
- The Mix - 0808 808 4994 or Text 'THEMIX' to 85258
- Shout (Crisis Line) - [www.giveusashout.org](http://www.giveusashout.org) or text 85258
- NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Young Minds - [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Time to Change - [www.time-to-change.org.uk](http://www.time-to-change.org.uk)

<h1>60 Daily Tasks</h1>		<h2>Here is the plan for the First 30 Days</h2>			
<b>Day 1</b> – Leave three happy notes for someone else to find in your house. <input type="checkbox"/>	<b>Day 2</b> Make a card for someone's birthday/celebration coming up <input type="checkbox"/>	<b>Day 3</b> Call a relative or friend who is far away and have a chat with them. <input type="checkbox"/>	<b>Day 4</b> Write down five things you are grateful for. <input type="checkbox"/>	<b>Day 5</b> Research three jobs / career paths that interest you. <input type="checkbox"/>	<b>Day 6</b> Download a mindfulness App (CALM) on your phone. <input type="checkbox"/>
<b>Day 7</b> Visit a virtual museum! Go online and explore the collections online. <input type="checkbox"/>	<b>Day 8</b> Get in contact with a local care home and arrange to send a letter to one of the residents <input type="checkbox"/>	<b>Day 9</b> Go on YouTube and try... <input type="checkbox"/>	<b>Day 10</b> Look at the last 20 photos on your phone and think about how they make you feel. <input type="checkbox"/>	<b>Day 11</b> Say something positive to everyone in your household today. <input type="checkbox"/>	<b>Day 12</b> Do something helpful for a friend or family member today. <input type="checkbox"/>
<b>Day 13</b> Do a chore in the house without being asked to do it. <input type="checkbox"/>	<b>Day 14</b> Send a positive text to ten of your friends. <input type="checkbox"/>	<b>Day 15</b> Listen to your favourite song and dance around the room. <input type="checkbox"/>	<b>Day 16</b> Stay off social media for >3 hours straight and keep yourself occupied <input type="checkbox"/>	<b>Day 17</b> Take a selfie and note down 5 things you like. <input type="checkbox"/>	<b>Day 18</b> Play a game that you haven't played in a while. <input type="checkbox"/>
<b>Day 19</b> Think about two role models in your life. Why do they inspire you? <input type="checkbox"/>	<b>Day 20</b> Create a postcard for somewhere you have previously visited <input type="checkbox"/>	<b>Day 21</b> Play a card game or board game you haven't played in a while <input type="checkbox"/>	<b>Day 22</b> Sit down in a silent room and focus on your breathing for 5 minutes <input type="checkbox"/>	<b>Day 23</b> Email one of your teachers to say thank you for something. <input type="checkbox"/>	<b>Day 24</b> Write down 5 things you are thankful for in your life. <input type="checkbox"/>
<b>Day 25</b> Write a blog about something you enjoy doing. <input type="checkbox"/>	<b>Day 26</b> Search on YouTube a "Tedx talks by kids" <input type="checkbox"/>	<b>Day 27</b> Watch a film with a family member and make sure you turn your phones off. <input type="checkbox"/>	<b>Day 28</b> Make sure you get >8 hours sleep tonight. Note how you feel the next day. <input type="checkbox"/>	<b>Day 29</b> Draw a picture of what you see in your garden or out of your window. <input type="checkbox"/>	<b>Day 30</b> Make breakfast for another family member <input type="checkbox"/>

<h1>60 Daily Tasks</h1>		<h2>Here is the plan for the Last 30 Days</h2>			
<b>Day 31</b> – Find three inspirational quotes and write them down <input type="checkbox"/>	<b>Day 32</b> Create a digital photo collage using 5 images <input type="checkbox"/>	<b>Day 33</b> Write a letter or send a card (Email or E-Card) to an elderly relative <input type="checkbox"/>	<b>Day 34</b> Leave three happy notes for someone else to find in your house. <input type="checkbox"/>	<b>Day 35</b> Make a list of 10 things you want to do <input type="checkbox"/>	<b>Day 36</b> Go on YouTube and try... <input type="checkbox"/>
<b>Day 37</b> Create a gratitude list of everything you are thankful for <input type="checkbox"/>	<b>Day 38</b> Do something nice for a sibling or parent/carer. <input type="checkbox"/>	<b>Day 39</b> Create your own Playing card with your favourite number and suit <input type="checkbox"/>	<b>Day 40</b> Find a learning podcast and try it out! <input type="checkbox"/>	<b>Day 41</b> Ensure you have 5 fruit and Veg today <input type="checkbox"/>	<b>Day 42</b> Do something helpful for a friend or family member today. <input type="checkbox"/>
<b>Day 43</b> Write down five positive things about yourself on Post-It-Notes <input type="checkbox"/>	<b>Day 44</b> Tag your friends in a pic that brings you happy memories <input type="checkbox"/>	<b>Day 45</b> Visit a virtual museum! Go online and explore the collections online <input type="checkbox"/>	<b>Day 46</b> Try to go to bed 1 hour early. <input type="checkbox"/>	<b>Day 47</b> Wake up early to watch the sun rise and see how beautiful it is <input type="checkbox"/>	<b>Day 48</b> Find a documentary on BBC iPlayer and watch it <input type="checkbox"/>
<b>Day 49</b> Do the washing up today <input type="checkbox"/>	<b>Day 50</b> Look up origami and make a crane <input type="checkbox"/>	<b>Day 51</b> Play an old computer game you haven't played for ages <input type="checkbox"/>	<b>Day 52</b> Use 10 French or Spanish words today <input type="checkbox"/>	<b>Day 53</b> Research the minimum wage in the UK for different ages <input type="checkbox"/>	<b>Day 54</b> Design a new school logo for your school <input type="checkbox"/>
<b>Day 55</b> Learn some British Sign Language with Charlie <input type="checkbox"/>	<b>Day 56</b> Make a playlist of your top 10 songs and send to a friend. <input type="checkbox"/>	<b>Day 57</b> Check in with your favourite YouTuber and see how they are doing <input type="checkbox"/>	<b>Day 68</b> Build the tallest Tower you can with a single piece of A4 Paper <input type="checkbox"/>	<b>Day 59</b> How many different words can you make from these letters: *CREATIVE RESOURCES* <input type="checkbox"/>	<b>Day 60</b> 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. If you feel that your child is becoming frustrated with the work set, we advise that you let them take a break. Let them 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](mailto: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, which can be redeemed at a range of supermarkets, 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](http://www.citizensadvice.org.uk) or call 03444 889 623
- **CAP** (Christians Against Poverty) [www.capuk.org](http://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](mailto:info@taunton.foodbank.org.uk) or visit [www.taunton.foodbank.org.uk](http://www.taunton.foodbank.org.uk)
- **Samaritans** - [www.samaritans.org](http://www.samaritans.org) Call 116 123
- **Mind** - [www.mind.org.uk](http://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/](http://www.annafreud.org/parents/)

## Learning from Home

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 timetables below.

Following feedback we are continuing to recommend 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 1<sup>st</sup> June

Week 2 – Monday 8<sup>th</sup> June

Then each week alternately (e.g. Week 1 – Monday 15<sup>th</sup> June). Holidays are 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, 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.

**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](mailto: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](mailto:jbinmore@courtfIELDS.net) or [rwest@courtfIELDS.net](mailto: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](http://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 [hpaudibooks.net](http://hpaudibooks.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.

---

## **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. 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 are currently following a scheme of work which focusses around using computer programs in a design capacity. The tasks focus around designing a music festival to take place over the summer, so far pupils have designed a logo and are in the process of designing a poster. Each task consists of a design, execution and review task. Work can be completed on paper if it isn't possible to complete work on the suggested software.

### **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**

### **GCSE Computer Science**

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.

This course provides crucial foundation theory and knowledge that will be of great benefit as we move into Year 10. Following the completion of this course, Year 9 will be moving onto the Key Stage 4 course to begin introducing specific GCSE content.

### **OCR Creative iMedia**

Students have been set weekly lessons via google classroom which relate to the pre-production skills unit of this course. They have been investigating planning techniques and tools such as mood boards, mind maps, visualisation diagrams and storyboards. Students are completing tasks in their workbooks which combine research, analysis and producing examples of these planning tools for specific situations. This work will continue for the next few weeks.

## **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. Theory work is set on Wednesdays (using Google Classroom) and includes an interactive revision PowerPoint to make notes from, as well as exam questions which each pupil is being given personalised weekly feedback on. In addition to this, time is put aside during the Wednesday lesson to allow pupils to edit and reflect on feedback from the previous week. Programming work is set on Thursdays using Repl.it and is key to keeping programming skills up-to-scratch. All Year 10 CS pupils have been using Google Classroom since September and clear instructions have been sent out demonstrating how to use Repl.it. 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, at least once per week.

#### **Year 11:**

The government has now launched a Cyber Security school to try and inspire the future generation of Cyber defenders. It would be really good for you to spend some time looking at if you're doing anything Computer Science related next year.

Information on the programme can be found here: <https://www.gov.uk/government/news/new-virtual-cyber-school-gives-teens-chance-to-try-out-as-cyber-security-agents-from-home>

Sign up here: <https://cyber-school.joincyberdiscovery.com/>

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. Pupils are currently working through the <http://erevision.uk/> resources to prepare them for their exam in January. Pupils have had login details sent to their school email accounts. The work is being set on a Monday and is due on the Sunday night which gives them the weekly lesson time to work through the exercises.

Students are unable to continue with their NEA/coursework at home due to current circumstances and the restrictions on the assessment. We are currently awaiting confirmation from OFQUAL and the exam-board about how this assessment will be addressed.

---

## Drama Subject Guidance

### General Information & Useful Links

All work will be uploaded to ClassCharts. 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, if you search National Theatre you will be able to view some fantastic productions. Kneehigh Theatre company are still providing a creative challenge each day to take part in called, Windows to the World. If students search Kneehigh Windows to the World via You Tube 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 poetry as a stimulus for performance making. Students will be expected to research and find an appropriate poem for a monologue recording. Students will be set creative and written exercises to support their understanding of Drama theory and develop subject terminology. Where possible, clips and quizzes will be used to embed and recap subject prior learning.

**Year 8** We will set work exploring monologues and duologues. Students will be encouraged to research, write, and create their own monologue – ready for a recorded performance. Students should be encouraged to think creatively about their responses and consider vital elements of performance making - such as: voice, tone, gestures, body language, expression, and many more!

**Year 9** We will set work exploring the different roles and responsibilities within the theatre. This will involve research and practical tasks for students to develop their practical skills.

### Key Stage 4

#### Year 10

I will be setting weekly coursework style tasks so students can develop their skills for 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. I will be including some practical tasks this term to continue students' use of voice and movement skills.

If any student is unsure of or unclear on the tasks set on ClassCharts please email me at [swestwood@courtfields.net](mailto:swestwood@courtfields.net). I will be checking my emails daily.

-----

## 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 complete their study of *Cirque Du Freak* initially before moving onto 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 for some lessons (teachers will make this clear on the learning plan). 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>)

**Year 8:** Year 8 will be continuing their study of the novella *Of Mice and Men*. Work will be set on Classcharts and students will be completing knowledge quizzes and submitting set pieces of work via Classcharts or email. They will also have one Activelearn lesson a week on writing to explain and inform. Work will be set on ClassCharts and students will be directed as to whether they will need to 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 a unit called 'Poetry from Other Cultures and Traditions'. Work will be set on Classcharts and students will be completing knowledge quizzes and submitting set pieces of work via Classcharts or email. There will also continue to be one Activelearn lesson a week set on writing to inform and newspaper articles. Work will be set on ClassCharts and teachers will direct the students as to whether they need to complete the work on 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

Following the half term break, year 10 students will be doing a week of targeted revision which will be set on Class Charts and then will be tested on their **knowledge** from across the year. These tests will not take the form of exam questions, but will be designed to test how much students remember from the topics they have studied this year and will allow us to tailor future work to filling in gaps in knowledge to ensure students are in the best possible position when they return to school full time. In order to support learning students can use BBC Bitesize, Sparknotes and Mr Bruff's Youtube videos (links above) to revise. Notes can be made in the exercise book which students have been provided with.

Any questions or can be emailed to the subject teacher or posted on the Google Classrooms 'stream' for your class.

Following the assessment week, 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.

---

## 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 ClassCharts 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@courtflds.net](mailto:vkennett@courtflds.net)

I have asked the pupils to explore rice, either in a powerpoint, word, google documents for on paper. I have uploaded on ClassCharts 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&sectionId=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 ClassCharts the powerpoint and also attached the crib sheet to help complete the course work.

Please email me [vkennett@courtfIELDS.net](mailto:vkennett@courtfIELDS.net) and i will mark and comment on your work and give you tips to improve your grade.

-----

## 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](http://www.20minutes.fr)
- [www.newsinslowfrench.com](http://www.newsinslowfrench.com) (part of the content is free but some requires subscription)
- [www.france24.fr](http://www.france24.fr)

And if anyone is feeling particularly brave, [www.lemonde.fr](http://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).

**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.

---

## 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](http://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](http://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 are involved in introductory experiences to begin learning about and working on tasks relating to Tropical Rainforests and Hot Deserts. The assignment involves bringing knowledge and understanding together to design and construct a board game for younger students.

#### Key Stage 4

**Year 10** Students are finishing physical Landscapes - Coasts and then moving on to study Physical Landscapes - Rivers. It is possible that some students could be set tasks to begin to explore a topic entitled The Living World.

Other useful websites include:

- [www.coolgeography.co.uk](http://www.coolgeography.co.uk)
  - [www.aqa.co.uk](http://www.aqa.co.uk)
  - [www.BCBitesize.co.uk](http://www.BCBitesize.co.uk)
  - [www.senecalearning.co.uk](http://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 powerpoint and the guidance on ClassCharts. 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.

---

## History Subject Guidance

### Key Stage 3

**Year 7** will be completing a project on castles, their booklet will be uploaded on ClassCharts 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 ClassCharts 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 ClassCharts and google classrooms. They have completed their work on Nazi Germany and are working on The Suffragettes and Votes for Women. Once this is completed they will be looking at the end of WW2 and the developments of The Cold War.

## **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 ClassCharts. In order to prepare any students for AS levels studies a range of projects/focus' will be uploaded as well.

### **Year 10**

Students have a whole workbook on Paper 2 American West which covers the entire unit (old content and new). They have been working through new content, quizzes and practice exam questions. They are on track to get all the required content covered by the end of term.

-----

## **Maths Subject Guidance**

### **General Information & Useful Links**

Each lesson your child's class teacher will put a specific topic and activity up on ClassCharts. 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.

---

## **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**

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 very useful website for students to use to access further information to support the learning 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](https://www.liketobe.org/) 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 - A booklet has been put on ClassCharts 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 students should check their gmail accounts for any emails we will use this to inform them of relevant careers information.

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

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\\_L9gAHVJ8](https://www.youtube.com/watch?v=gC_L9gAHVJ8) (Body Project Low Impact Workout)

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

## Year 9 PE Option Students

For Year 9 students who have opted to take PE as an option subject in year 10 and 11 there will be some pre-course research tasks set on class charts. These tasks will give students a good platform for completing GCSE PE and OCR Sport Studies.

## Key Stage 4

### Year 10 OCR Cambridge Nationals Sport Studies.

On ClassCharts OCR Sport students have been set a range of differentiated pre-coursework research tasks for their upcoming leadership and media units. Students will have to complete a range of assignments around sports leadership and sports media in the 2020/21 academic year. The research tasks will allow them to establish some good knowledge and understanding in these areas in preparation for completing the coursework.

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

<https://www.youtube.com/channel/UC0VIhde7N5uGDIFXXWWEbFQ> (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 ClassCharts. 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

KS3 science work is now investigation-based work, with a new assignment being set each week through classcharts. The practical part of the assignments will be easy to carry out and involve no special equipment or ingredients, Miss Spiers is including a range of alternative approaches for students to use. If the practical does include an item that is not in the home, please do not go and buy it; instead, email the teacher and they will give you an alternative or some results to use.

In addition to this, students can now access ActiveLearn digital textbooks online, this has all the content they are learning and lots of questions to challenge even the most inquisitive mind. Go to <https://www.pearsonactivelearn.com/app/Home> to get started, log-in details and instructions are on ClassCharts.

### Year 7 and Year 8

Students will need to follow the instructions to complete the investigation each week. Investigations will last two or three lessons. Students must submit work as requested to their teacher, this will most likely be a photo of their work but please follow instructions on ClassCharts.

Students should use the full hour for each lesson, if they finish early they should attempt any extension tasks and/or log in to ActiveLearn and look through the topic they are studying for extra progress.

## 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 ClassCharts by their teachers and ensure they make notes in the exercise book provided.

Teachers will be setting individual lessons on ClassCharts 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 now have access to the Edexcel ActiveLearn online resources, this enables students to see the course textbooks and try questions created by the exam board for the GCSE course. Teachers have sent instructions on how to access the website through ClassCharts, if there are any problems logging in please email [support@courtfields.net](mailto:support@courtfields.net)

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.

---

## 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](http://www.holaquepasa.com)
- [www.newsinslowspanish.com](http://www.newsinslowspanish.com) (some content requires subscription)
- [www.mydailyspanish.com](http://www.mydailyspanish.com)

And if anyone is feeling particularly brave, [www.elpais.com](http://www.elpais.com) or for a Spanish-language publication from the USA, try [www.eldiariony.com](http://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, time permitting, 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.

**Year 9** students who have opted for GCSE Spanish in Y10 will be focusing upon consolidating some of the key grammar they will need moving forward, supplemented with topic work all about My Town / Region.

#### **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.

---

## **Technology Subject Guidance**

### **General Information & Useful Links**

- [www.technologystudent.com](http://www.technologystudent.com)
- [www.senecalearning.com](http://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 objectives which still ensures that all students can make progress with their learning outside of the classroom.

All project work will be sent out according to the two week timetable using ClassCharts. 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.

It has been really nice to see that some students have taken their work to the next level with the extension tasks. We have also enjoyed looking at how you are able to continue with practical work whilst learning at home.

#### **Key Stage 4**

Consolidation work for year 10 will continue to involve the use of the CGP workbook (white) and revision booklet (blue). Topics will be set on a weekly basis and at times you will be asked to photograph and send in evidence to your teacher.

We have also been using Seneca Learning and will continue to do so, feedback to your teachers gives us time spent on the website, questions attempted and questions correctly answered. We will continue to set work using this online learning platform as it is an excellent resource to re-inforce your learning.

Coursework (NEA) is due to be released on June 1<sup>st</sup>. We are unsure of how this might look as no guidance has yet been given. We will keep you updated via ClassCharts as soon as we have any information from the exam board.

# 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](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](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](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](http://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](http://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](http://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. Students can complete work on paper, take a photo and simply upload this to ClassCharts.

## 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 setting work that does not 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](http://www.courtfields.net). A teacher's Google mail address will be their initial and surname followed by courtfields.net Eg. [rcummins@courtfields.net](mailto: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](mailto: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, and primarily students should submit their work by uploading it to their ClassCharts account. 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 via email to their teacher, if this is not requested with a ClassCharts submission.

## **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, but 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 will not be on the current calendared date. We have a postponed date at the end of September, but we will review the situation nearer the time and look to reschedule if necessary to later this year/early in 2021. This will depend on the Government guidance.

## **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 holding the Year 7 Celebration 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, which is more helpful in helping students to know how to progress, and enabling staff to plan for future lessons. 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](mailto:sch.552@educ.somerset.gov.uk)

We are also able to support parents/carers by giving them free access to the Microsoft Office suite of applications (including Word, Excel etc.). Simply email our IT Support Team and we can sort this for you.



**Achieve.  
Belong.  
Participate.**

