



## Home Learning Summary/FAQ for Term 5:

### **1.How much work should my son/daughter be doing per day?**

We are aware that with parents working from home, with possibly other childcare responsibilities and not all being teachers, it is unrealistic to assume that the same amount of work completed at home will be the same as would be completed in school. As per the suggested schedule on page 4 of this summary, three to four hours of school work is more than reasonable per day. We would encourage a healthy balance between school work, physical exercise and some 'down time'.

### **2.Which order should I be completing tasks in? There are too many and it is overwhelming.**

Following feedback, from the start of term 5 (Monday 20<sup>th</sup> April) work will be set in fortnightly cycles in the following ways.

**Cycle 1** – Work set on SMH between 8:40am and 10am on 20<sup>th</sup> April

All work due on Thursday 30<sup>th</sup> April (at latest)

**Cycle 2** – Work set on SMH on Friday 1<sup>st</sup> May and by 8:30am on 4<sup>th</sup> May

All work due on Thursday 14<sup>th</sup> May (at latest)

**Cycle 3** – Work set on SMH on Friday 15<sup>th</sup> May and by 8:30am on 18<sup>th</sup> May

All work due on Monday 1<sup>st</sup> June (at latest)

This will enable students and parents to see a distinction between the cycles as there will be clear end points. Please make a note of these deadlines at home

### **3.We are trying to follow the lesson by lesson structure, but it's not clear about the minimum that is expected and/or what will be marked and what is new learning or what is revision.**

This was a common response from parents and as a result ALL tasks for years 7, 8, 9 and 10 in ALL subjects will be set using the template shown on pages 5-7. As you can see, the fortnight's worth of lessons are broken down into tasks per lesson, showing revision and new learning. There is a clear indication of which piece of work will be marked in detail. Other pieces will be checked by staff but not marked in detail.

### **4.There is not enough work to complete and/or extension tasks for my child **OR** there is too much work and not enough support for my child to complete the tasks.**

Feedback was polarised at both ends of this spectrum. To be clear, although staff are setting work for each lesson that students in years 7, 8 and 9 would have had for each subject the number of tasks/length of tasks does not fully replicate what could be completed in a school based lesson. Students can seek guidance from their teachers if they need extra support and parents can take a decision to only complete some of the tasks, depending on the time it is taking. Students should be spending no longer than one hour on the tasks listed per lesson. Similarly, as on the example, every subject per fortnight will include a 'Digging Deeper' task where students can choose to continue their learning if they would like to.

## **5. What about the work for years 10 and 12 where exam content is being covered?**

For students in years 10 and 12, where key exam content is continuing it is the expectation that lessons will continue with the amount of work covered in lesson time. This will continue for term 5 and will be reviewed ahead of term 6.

As a reminder year 10 students can access GCSEPod. If you have never logged in go to the homepage and click 'New Here'. It will ask you to enter your name (it needs to be your full first name as it appears on the school records), your Date of Birth and your school. When you login in, select English, Maths and Science and then the option subjects you have taken for GCSE.

If you have logged in previously but have forgotten your login details, the member of staff who has set the homework can login and check your username and re-set your password for you

## **6. Wouldn't it be sensible for transition tasks to be set for students moving into GCSE or A level study?**

We agree with this and in the next week **students in year 9** will receive an email confirming the GCSE option subjects they have been allocated. During term 5, therefore, as well as receiving the fortnightly work in the core subjects (English, Maths and Science) as per their timetable, students will ONLY complete the work set for the 4 additional GCSE subjects they will be taking. These 'Passport Projects' will be set on SMH by Miss Creswick and are a great way to make an impression ahead of GCSE courses starting in September.

In **wk commencing 4<sup>th</sup> May students in year 11** will be notified of some 'Transition Tasks' that will be set for students intending to return to study at Nailsea Sixth Form. It is an expectation that every student intending to start Level 3 courses in September will bring the completed work for that subject to their induction in September.

## **7. Do I need to print all of the sheets off when they are attached?**

Students do not need to print off any sheets/packs of work. The work can be handwritten and stored, either in their usual exercise books (if they have them) or on paper/in a notebook that will then be submitted to teachers at a future date.

## **8. How is work to be submitted to teachers?**

Following your feedback we are changing the way we are setting and submitting homework via SMHW.

Staff will now be requesting that work is submitted via SMHW and there are a number of videos that can be accessed to help explain the process:

<https://help.teamsatchel.com/en/articles/2911844-student-gradebook> - overview of marked work

<https://help.teamsatchel.com/en/articles/2911863-leaving-comments-for-your-teachers> - saves emails

<https://help.teamsatchel.com/en/articles/2912000-submitting-my-work-online> - how to submit online

Once submitted by students staff will then either send the piece of work back with the comments on the piece of work or submit their comments via SMHW.

Teachers will also update whether the piece has been submitted by students so that parents can keep track of this at home. If you go to 'Insights' it will show the data on submitted and missing pieces. Do check what is being shown though, as this will show the full year's data and not just the data for our home learning period.

**9. Can lessons be streamed online and videoed so students can see their teachers and their classmates?**

This is a natural request and, for those who follow social media they will know that many teachers across the land have been looking at upskilling themselves in this regard. However, at this point in time, with many teachers already adjusting to a new way of working stipulating online learning as 'the norm' does not seem to be a reasonable expectation of staff. There are staff, with the IT confidence who have done this, or whom are planning to trial this as we move through the next few weeks which some students may experience. As with all online practices staff are aware of the importance of adhering to safeguarding protocols when involved in any recorded or streamed lessons.

**10. Is there anyway that the work my son/daughter completes can be recognised and celebrated to reward the effort whilst away from school?**

For those who follow the social media accounts that staff have, you may have seen that some work has been 'shouted out' on both Twitter and Facebook. Staff are continuing to allocate house points for work received. In addition we are working on virtual postcard that can be used to reward whilst we are working remotely. These will hopefully be available from term 5 onwards.

## Home Learning Schedule – a suggestion

Time	Activity	Details
8:15am	Wake up	Make your bed; shower; get dressed – no need for school uniform but wear something comfortable.
8:40am	Breakfast	This is the most important meal of the day. Don't forget to wash your hands before and after you eat.
9:30am	Exercise	Try some in house exercise @thebodycoach on you tube. It will set you up for the day.
9:50am	Learning Time	<b>Core Subject:</b> Complete tasks for one of either English, mathematics or science
10:40am	Break	Stretch and relax. You can take time to check social media only if you have to! Wash your hands before and after helping yourself to a snack.
11:00am	Learning Time	<b>Core Subject:</b> Complete a task from a different core subject (English, maths or science)
11:50am	Learning Time	<b>Non-core Subject:</b> Complete a task from one of your non-core subjects.
12:40pm	Lunch	Once you have done this then get in touch with your friends. You can use telephone; FaceTime; Skype; WhatsApp BUT do not go and visit them.
1:30pm	Learning Time	<b>Non-core Subject:</b> Complete another task from one of your non-core subjects.
2:20pm	Break	Stretch and relax. You can take time to check social media only if you have to!
3:10pm	Reading Time	It is important that you continue to develop your reading skills. Spend 20-25 minutes reading either fiction or non fiction; the other 5-10 minutes should be used to check any vocabulary you are unfamiliar with. Can you use this new word in a sentence?
3:45pm	Free time	Your choice of activity will vary from person to person. It could involve playing on your games console or doing something creative, like drawing or playing an instrument – anything that helps you relax.
5:00pm	Dinner	Eat and then try and spend time with your loved ones. If you haven't already then contact some friends, remotely.
6:30pm	Be Kind Time	Naturally, everyone is likely to be worried and frustrated at the moment. Use this time to be nice/kind to someone... it could be by helping out around the house or sending a friend, family member or a teacher a kind message. This could make their day!
7:00pm	Relax	Remember that there a number of mindfulness techniques you can try in order to relax before bed. <a href="https://www.mind.org.uk/information-support/drugs-and-treatments/mindfulness/mindfulness-exercises-tips/#MindfulnessExercisesToTry">https://www.mind.org.uk/information-support/drugs-and-treatments/mindfulness/mindfulness-exercises-tips/#MindfulnessExercisesToTry</a> Rest up, have a good night sleep and repeat tomorrow.

**SUBJECT: HISTORY**

**GROUP: 10B2**

**DATE: Term 5 Cycle 1**



**Nailsea School**

Aspire Believe Succeed

**Wk Comm 20<sup>th</sup> April – 30<sup>th</sup> April**

Date of lesson	Task – include whether NEW CONTENT or REVISION	Completed?	Submitted through SMH?
1. Lesson 1 of 5 Tuesday 21 <sup>st</sup> April	<p><b>Task 1 – REVISION</b> Learn the terms on the Knowledge Organiser 1.4 (you could make some flashcards) and do the activities on the second page</p> <p><b>TASK 2 – NEW CONTENT</b> Watch this clip - <a href="http://www.bbc.co.uk/programmes/p00n6tm2">www.bbc.co.uk/programmes/p00n6tm2</a> <u>What does this tell you about the crusades?</u></p> <p><b>TASK 3 - NEW CONTENT</b>  <u>Title: What concerns did people have about the crusades?</u></p> <ol style="list-style-type: none"><li>1. Summarise the 3 reasons why some people in England had concerns about the crusades. (p.46)</li><li>2. For each one, think about how supporters of the crusade might have countered their concerns. (use last lesson's work and p.45 to help you)</li></ol> <p>Extension: Read Interpretation 1 (green box on p.45). What does it argue about the link between the Jewish pogroms and the crusades?</p>		
2. Lesson 2 of 5 Thursday 23 <sup>rd</sup> April	<p><b>TASK 1: NEW CONTENT</b>  <u>Title: Richard's quarrel with Philip II</u></p> <p>Use these subtitles p. 47-49 to explain each of the following reasons why Richard and Philip argued:</p> <ul style="list-style-type: none"><li>• <i>Existing bad feelings (bottom of p.47)</i></li><li>• <i>Who would lead the crusade (2nd paragraph p.48)</i></li><li>• <i>Reception in Sicily (beginning of 3rd paragraph p.48)</i></li></ul>		

	<ul style="list-style-type: none"> <li>• Philip's forced return to Sicily (end of 3rd paragraph p.48)</li> <li>• Richard's marriage (4th paragraph p.48)</li> <li>• Richard's conquest of Cyprus ( 1st paragraph p.49)</li> <li>• Payment of troops at Acre (start of 2nd paragraph of p.49)</li> <li>• Who would be king of Jerusalem (end of 2nd paragraph p.49)</li> </ul> <p><b>TASK 2: NEW CONTENT</b></p> <p>Write a paragraph explaining which reason you think is most important and why.</p>		
3. Lesson 3 of 5 Friday 24 <sup>th</sup> April	<p><b>TASK 1: NEW CONTENT</b></p> <ol style="list-style-type: none"> <li>1. Copy Figure 2.4 into your book</li> <li>2. Why was Philip's departure a problem for Richard? (1st paragraph p.50)</li> <li>3. Why was Richard's relationship with Leopold also bad? (1st paragraph p.50)</li> </ol> <p><b>TASK 2: EXAM QUESTION</b> Answer this 12 mark question. Either do it in your assessment book and send me a photo, or type it up and email it to me. "Explain why Richard and Philip quarrelled on their way to the Third Crusade."</p> <p>Choose the 3 most important reasons from your notes and turn them into 3 PEE paragraphs. (ie. One reason Richard and Philip quarrelled was (use the heading I gave you)... (now give details).. This led to them quarrelling because... X3. You don't need an introduction or a conclusion.</p> <p>Spend 15-20 minutes writing your answer</p> <p><b>This answer will be marked by your teacher</b></p>		
4. Lesson 4 of 5 Mon 27 <sup>th</sup> April	<p><b>TASK 1: NEW CONTENT</b></p> <p>Title: <u>Richard and Saladin: Leaders of the crusades</u></p> <p>Divide your page into 2 and label one column "Richard" and one "Saladin".</p> <p>As you watch <b>the first 35 minutes</b> of this documentary on Youtube  <a href="https://www.youtube.com/watch?v=hEW1Ofs7-">https://www.youtube.com/watch?v=hEW1Ofs7-</a> </p>		

	<u>Q</u> , make notes on these two leaders, try to fill your page with information. (If you want to, you can watch the rest of the documentary which will help you with the next lot of work)		
5. Lesson 5 of 5 Tues 28 <sup>th</sup> April	<p><b>TASK 1: REVISION</b></p> <p>Learn the terms on the knowledge Organiser 2.1 and do the activities on the second page.</p> <p><b>TASK 2: REVISION</b></p> <p>Produce 10 self quizzing questions and answers for this fortnight's cycle of work.</p>		

### DIGGING DEEPER – EXTENSION TASK

If you have finished the tasks within the lesson time allocated for this fortnight, or want to take your learning on this topic further why not try the following 'digging deeper task'

Access these objects from the British museum website

[http://teachinghistory100.org/objects/about\\_the\\_object/richard\\_i\\_and\\_saladin](http://teachinghistory100.org/objects/about_the_object/richard_i_and_saladin)

Choose 5 of the items and produce an explanation for each item, as if written for a museum exhibition. Think about explaining

- What can be seen in the object?
- What events/people does this relate to?
- How are the people and events being portrayed and are these portrayals different depending on who has produced them? Can you explain why this might be the case?

