

Dear Parents/Carers

I am writing to update you on the launch of Google Classroom and the next phase of remote learning for students. We are impressed with how well students have responded to the unprecedented changes and how engaged they have been with work that has been set. We have been working over the last few weeks to set up Google Classroom as a new system that will enable us to provide feedback to students on key pieces of work and to allow there to be greater interaction between teachers and students in academic subjects and in form time. We look forward to being able to extend the support we offer to students in this next phase. You may wish to watch this short clip which gives an introduction to Google Classroom <https://youtu.be/DeOVe2YV2Io>.

We are grateful for feedback and suggestions from parents and students and this has helped us to shape the work going forward. Google Classroom will enable there to be feedback, will enable teachers to respond to questions and support students with their work and will also enable us to follow up more effectively if students are not completing work to the best of their ability. We will continue to review our systems and we are keen to extend the interaction between teachers and students as we become more experienced in Google Classroom.

In the week before the Whit holiday we are providing training to teachers and a number of teachers are currently trialling Google Classroom with Year 12 classes, including myself. As part of the trial, I have assigned work and posted responses to student queries this morning and am looking forward to giving feedback on the next essay through Google Classroom. We are pleased that we have been successful in our application to the Department for Education (DfE) for support to ensure a smooth set up and training for staff on Google Classroom.

Google Classroom will be launched to Years 7-10 on Monday 1 June which is the day we get back from the Whit holiday. Year 12 will also be able to use the system alongside the existing systems for feedback and interaction that are in place for them. When students log in to Google Classroom for the first time they will see the classes for all their subjects. We will provide further guidance on how to log on and use the system, although I think students will find it very straightforward to use.

Google Classroom will work alongside our existing tried and tested systems. Work will continue to be set on Doodle as that has worked well. In response to feedback it will be set in two week blocks from 1 June in all subjects and will reflect more closely the number of lessons that the students would have had in that fortnight which should allow them to tackle the work in manageable chunks. This has worked well in some subjects and will now be followed by all. We will also extend the number of video tutorials which will support students through watching demonstrations or listening to instructions or commentary on PowerPoints from our own staff.

In addition to the assessed work that will receive teacher feedback there will still be Doodle quizzes etc for many subjects and those give students instant feedback and links to other resources if they get things wrong. If students are struggling with any of the work set on Doodle they can communicate with their teachers on Google Classroom and receive help.

I have given an overview below of the work that students will receive feedback on through Google Classroom. There will be further detail about the tasks on Doodle.

I believe that the new systems will support student learning and will also be helpful to us as teachers. I will give further updates over the next few weeks and if you have any questions about any aspects of remote learning please do let me know through remotelearning@phs.cheshire.sch.uk.

Thank you for your continuing support.

Kind Regards

Matthew Dean

Deputy Headteacher

Year 10 assessed tasks overview

English	<ul style="list-style-type: none">• <u>Power and Conflict Paragraph</u> Choose one of the poetry essays you have planned/written. Submit a completed essay including introduction, analysis paragraphs and a conclusion.• <u>Heroes Structure</u> How has the writer of <i>Heroes</i> structured the extract to interest the reader?
Maths	Circle theorems (non-calculator)
Science	<u>Combined Science</u> Biology - Nervous system and Co-ordination Chemistry - C5 Energy Changes Physics - Newton's Laws of Motion (in the Forces Topic) <u>Triple award</u> Biology - Nervous system and Co-ordination - Inheritance Chemistry - C5 Energy Changes - C5 Cells and Batteries Physics - Newton's Laws of Motion (in the Forces Topic) - Momentum (in the Forces Topic)
RS	<ul style="list-style-type: none">• Racism 12 mark essay• Human rights end of unit test
History	<ul style="list-style-type: none">• a) Explain one way in which care in hospitals in the years c.1250- c.1500 was different from care in hospitals in the years c.1700- c.1900? (4 marks)• b) Explain why Louis Pasteur's work was such a turning point in medical history. <p>You may use the following in your answer: - Spontaneous Generation. - Vaccination You must also use information of your own. (12 marks)</p>

	<p>1. 'John Snow's work on cholera was a turning point in the prevention of infectious diseases from c.1700-c.1900'. How far do you agree? Explain your answer. (16 marks)</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> - Jenner's vaccination. - The Broad Street Pump <p>You must also use information of your own</p> <p>OR</p> <p>'There was a vast improvement in approaches to medicine in Britain during the Renaissance period (c.1500-c.1700)'. How far do you agree? Explain your answer. (16 marks)</p> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> - The work of William Harvey - Bloodletting and purging <p>You must also use information of your own.</p>
Geography	<p>Choose either the Rivers or Coasts questions:</p> <p><u>Coasts</u></p> <ul style="list-style-type: none"> • Explain how a coastline of headlands and bays forms and changes over time. [4 marks] • 'Coastal management schemes are effective in protecting the coastline from physical processes.' Do you agree? Using an example, explain your answer. [6 marks] <p><u>Rivers</u></p> <ul style="list-style-type: none"> • Explain how river meanders may change over time. [4 marks] • 'Differences in the shape of flood hydrographs are caused by both human and physical factors.' Do you agree? Use Figure 14 and your own understanding to explain your answer. [6 marks]
Business	<p><u>GCSE</u></p> <ul style="list-style-type: none"> • Human resources unit test • Thornton's 12 mark question (Job production vs Franchising) <p><u>Tech Award</u></p> <ul style="list-style-type: none"> • Assignment 3 part a (Internal and external factors) • Assignment 3 part b (Internal and external factors)
Food	<ul style="list-style-type: none"> • Functional and chemical properties task. • Nutrition task.
Drama	<ul style="list-style-type: none"> • Scripting a 'Brechtian dialectic' • Watching and evaluating professional theatre • Designing for your 'DNA' set text (set, lighting, costume or sound)

Music	See Doodle
Art	<p>Natural Forms Project</p> <p>Task 1:</p> <ul style="list-style-type: none"> - A range of interesting photos of natural forms displayed in a sketchbook. They must be student's own photographs (no internet images). - Two drawings from the photographs. One drawing to be completed in pencil and the other to be completed in coloured pencils. <p>Task 2:</p> <ul style="list-style-type: none"> - Observational Studies. Double page of high quality OBSERVATIONAL DRAWINGS from your photographs. The drawings should demonstrate your understanding of the formal elements of Art.
Photography	<p>Portrait Project</p> <p>Task 1</p> <p>Stage 1: The presentation of a series of Portrait photographs taken considering lighting and shot angles. Students will present these with information about the process, contact sheets and digital details.</p> <p>Task 2</p> <p>Stage 2: Portrait photographs to be distorted using appropriate and available software. The steps of the process will need to be explained to demonstrate understanding</p>
Product Design	<ul style="list-style-type: none"> • Timbers assessment 2 • End of Year Knowledge Test
PE/Sport	<p><u>10 CNAT Sport:</u></p> <ul style="list-style-type: none"> • They are working on L04 Assignment – this is currently being marked and feedback will be given. • L05 will be the second piece of work we will give feedback on <p><u>GCSE PE</u></p> <ul style="list-style-type: none"> • Skeletal and muscular system short quiz • Overview of skills required in a selected sport (linked to NEA – students will complete a mock of this section)
Dance	<ul style="list-style-type: none"> • Pick 10 questions from the 100 question challenge, you must complete at least: <ul style="list-style-type: none"> ○ 2 x 6 mark questions ○ 1 x 12 mark question ○ 7 x any of your choice

	<ul style="list-style-type: none"> • Complete the full exam attached without notes. AQA GCSE Paper 2 – Dance Appreciation
iMedia	<ul style="list-style-type: none"> • File Formats, Content will be focussed on assessing the students' knowledge of different file formats used in production of Assets and digital products. • Hardware and Software, students will demonstrate their ability to choose appropriate applications and identify different types of hardware used in pre-production planning.
Computing	<ul style="list-style-type: none"> • Theory questions based on topics studied checking exam technique and understanding. This will reflect the content studied for paper 1 & 2. • Students will complete an assessment that will check their Python program skills and reflect content and skills required for the NEA project.
French	<ul style="list-style-type: none"> • General conversation questions on Module 4 • End of Y10 writing/reading assessment
German	<ul style="list-style-type: none"> • Writing tasks • End of Y10 writing/reading assessment
Spanish	<ul style="list-style-type: none"> • General conversation questions booklet • End of Y10 writing/reading assessment