



Dear Students, Parents and Carers,

I hope this message finds you well, even if in very unusual circumstances. This document is intended to set out some guidance on the home learning to be completed by students in Year 9 at Bluecoat Wollaton Academy.

## How much work should I/my child be doing?

During the school closure we would like you to strike a healthy **balance** between keeping minds active through learning activities and being a good citizen.

**Spending between 3 and 5 hours a day** on some school work will help to continue developing independent learning skills and ensure that no-one falls behind with their education. It will also help with mental wellbeing by giving a focus.

Some of you will welcome more **structure** in your day. If this is the case you could try and follow your school **timetable**; this means that when you have Maths for example, you would access the resources provided by your teachers on Maths and spend time during that hour doing Maths activities. We understand that you may not have access to a computer all the time or might need to share it with others. Some of you might want more variety in your day, which is fine too. **Find a method that works for you and your family.**

## What type of work should I/my child be doing?

Although the staff here at Bluecoat Wollaton Academy are an incredible bunch, the circumstances mean that it is not possible to work in the exact same manner we would normally do in the classroom environment, so it is important we all **adjust our expectations** to what is best and possible.

For each subject that students take in Year 9 there is a **Google Classroom** set up for students to access resources and work to continue their studies. Students were sent these codes before school was closed and so they should already be accessing this material if they have online access. (The access codes for these classrooms are available on a tab on our website. Please remember that students should **ONLY** sign up for classes that are on their timetable.)

Students are being set work **weekly** by their teachers in the format on the next page. This work is linked to the content or skills that students would be undertaking within the curriculum, but in a way that is most appropriate for independent work.

Subject:	Name of subject	
How many hours worth of work:	Weekly number of hours	
What type of work is this?	Consolidation/revision of a topic already taught Research Independent project New material	Activate Explain Practise Reflect Review
What materials might support you with this? (Prior learning)	<i>Teachers might explain here which previous lessons/activities will help you complete your task. Or they might provide videos to support you with your work.</i>	
Task(s)/ Learning	<i>Teachers will write clear bullet points to explain the tasks they want you to complete in simple language - broken down to sub tasks if needed They will also indicate the time to be spent on tasks</i>	
	<i>They will split different lessons/hours of work clearly into different boxes</i>	
	<i>Etc</i>	
REMINDER FOR STUDENTS	If you want feedback on your work, or have any questions, email during school hours – IDEALLY during the hour you have this subject on your timetable. Teachers will get back to you as soon as possible – but this may not be instantaneous.	

In the email sent by staff, teachers will be setting out work in **hourly blocks** for students. We do not expect students to spend longer than an hour on an activity unless they are doing this for enjoyment. If students are finding the work is regularly taking longer than the time designated, they should contact their teacher.

We have taken on board your concerns about **screen time** and access to computers at home, so now we are working consciously to reduce the number of tasks that require students to work online.

Students are expected to **cover the full range of their curriculum/timetable**. Students may want to complete slightly more work in Spanish for example, if they have a real passion for this subject, but this should not be at the expense of their other options/lessons.

We recommend the following weekly hours per subject:

Subject	Hours:
English	3-5
Maths	3-5
Science	3
RE	2
Option A: (Monday PM) Computer Science, French, Geography, History	2-3
Option B: (Weds AM) Childcare, Creative Media, Design Technology, Drama, Sociology, French, Intervention	2-3
Option C: (Weds PM) Art, Sociology, Sport, Food, Geography, Creative Media, Child care	2
PE/Wellbeing/Fitness	1-2
Totals:	18-25

If you don't think that following your existing timetable is helping, you might want to discuss as a family and use the blank timetable on the final page of this document to help organise the week. It may be better studying core subjects in the morning OR you might want to log in and do a fitness class in the morning, so you can tweak this as you wish.

## How will work be set and what feedback will I/my child receive?

Students will continue to be set work *each week* via **Google classroom** and then a **follow-up email** to students' school email account with specific instructions.

A **physical copy** of the resources will be sent out as regularly as possible to households that have indicated that they are unable to access the internet. Please understand this is a very time consuming process to do safely, so there may be delays in receiving these packs at times.

It is possible for Parents/Carers/Guardians to receive notification emails about students' work on Google classroom. Please contact [sfox@bluecoat.uk.com](mailto:sfox@bluecoat.uk.com) if you would like to 'opt in' to this.

Staff will be **monitoring** those students engaged with the work and **awarding positives points** to those students who submit work. (Details on how to do this below)

Parents/Carers are reminded that they can access Go4Schools Parent portal to see how many positives students are receiving. Details on how to do this can be found [here](#).

Staff at Bluecoat Wollaton are working extremely hard to support students at this time. Many of them have their own families and children to support too, and so they may be working very different hours to allow for their own circumstances. **Teachers and teaching assistants are able to respond to student emails** with requests for help with work, and are working on producing fantastic resources to support students when we return to school. This will minimise the impact of this situation on students' overall education.

Staff will prioritise **feedback for students who are closest to their GCSEs**, and who therefore have much less teaching contact time when we return.

## Submitting work

Students should submit work **online at the end of every week** onto their Google classrooms.

**Instructions** on how to do this can be found [here](#) and a video showing this process can be found on the school website under the 'Further guidance' tab. If students have been completing their **work on paper** rather than on a screen, it is also possible to **submit photographic evidence** of this work following the instructions above.

We would ask that all work is submitted in this method where possible to allow staff to reward pupils appropriately.

If you are having trouble with the above instructions, please contact our dedicated technical **support team** directly: [studentsupport@archwaytrust.co.uk](mailto:studentsupport@archwaytrust.co.uk) Please bear in mind that the team are limited when advising on personal software / devices, but issues accessing our schools resources such as google classroom / mail / remote desktop etc. can be supported.

## What are the expectations of Parents/Carers?

As parents/carers it is important that you **know about the work** that is sent home and are able to support your child(ren) by providing a good working environment, but please do not feel as though you have to become a teacher overnight! We couldn't do your job(s), so there is no expectation for you to do ours. You are not expected to have specialist subject knowledge and do not have to get directly involved in the actual projects students are completing unless you want to. The best scenario is that you can **monitor that your child(ren)/student(s) are actually engaging** with the work and are asking for help from their teachers via email/through their year leaders if they need any.

The EEF (Education Endowment Fund – a teaching advisory group) have made the **checklist on the next page** that you *may* find helpful to follow in your household. There is no expectation to do this, but all of the advice on this checklist is useful and may act as a mediator if your child is not sure why you are asking questions about their work. There are also a few guidance documents on how to support core **literacy and numeracy** skills at home, that may be useful.

## Knowledge Organisers

At this moment in time we are **not** expecting students to complete their normal knowledge organiser homework, unless the tasks set by subjects specifically refer to these pages. However, please be advised that the knowledge organisers for all subjects are still available on the school website, along with guidance on how to best learn/study this information. Please continue to use these if you want to.

Finally, a huge thank you for your ongoing support and feedback as part of this process. We can't wait to see you all again soon. Take care.

Ms S Fox

Assistant Principal for Teaching and Learning

On behalf of the Staff at Bluecoat Wollaton Academy
















**Bluecoat Wollaton**  
believe in yourself, in others, in God

# Supporting home learning routines

## Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
 I woke up at a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I did some exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I had regular meals and drank water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I enjoyed some reading in a quiet space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I practised a maths skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I contacted my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I spent some time on my creative hobby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My parent/carer told me what I did well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Day/ Hourly session	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					