CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Crompton House Church of England School

Our School Vision:

As a Church of England School, we strive for everyone to know that they are made and loved by God who longs for us all to experience life in all its fullness through Jesus Christ.

Loving God - Caring for Each Other - Achieving Excellence

Remote Learning Policy

Approved by:	Local Governing Body	**Date:** March 2024
Next review due by:	March 2025	

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Contents   **Page No**

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

1. Policy Aims:

This remote learning policy aims to:

1.1   Ensure consistency in the approach to remote learning for pupils who aren't in school

1.2   Set out expectations for all members of the school community with regards to remote learning

1.3   Provide appropriate guidelines for data protection

2. Current operational processes:

2.1   **In the event of an individual pupil being absent from school because they are exhibiting Covid symptoms or awaiting the results of a Covid PCR test**

On the occasion that a pupil is unable to attend school due to having symptoms of Covid 19 and and/or awaiting the outcome of a test the following will happen:

2.1.1   Pupils will be provided with a generic learning document that provides links to key subject based websites. This will allow pupils to access work independently from home when they feel well enough to do so. See Appendix 6

2.1.2   As with a normal absence caused through illness pupils will be expected to catch up on work when their return to school

2.1.3   When they return the subject teacher will support them in completing this work.

2.1.4   Any homework set via Class Charts during their time at home, if they are well enough, can be completed.

2.2   **In the event of a school closure due to weather or critical incident – short term closure.**

2.2.1   In the unlikely event of bad weather or a critical incident that requires the school is closed - work for all students should be set on class charts for that day as soon as is possible.

2.2.2   If the school continues to be closed after the initial day, then work should continue to be set on class charts and lessons for year 10-13 should be delivered on teams using the guidelines below:

2.2.3   All staff should provide a minimum of 50% of each of their lessons for year 10-13 as live, interactive Teams lessons.

2.2.4   For the remainder of the lesson pupils are expected to work independently using relevant resources on Class charts/Teams.

2.2.5   All students in years 7-9 will have work set on Class charts for each lesson during the time they are off school.

Please see below for further detail:

i.   **A minimum of 50% of each timetabled lesson as live. Pupils are expected to work independently for the reminder of the lesson using resources provided by the teacher.**

ii.   All staff are to deliver live lessons for each of their timetabled lessons based on their 2-week timetable. This will be done using TEAMS in Microsoft 365.

iii.   Each lesson is scheduled in advance with the relevant pupils.

iv. Each live lesson should be recorded. This will allow pupils, who are absent, to be able to catchup on missed work.

v. Online lessons can be delivered in a number of different ways For example, for a live lesson you may have a 30 minute live lesson and then this will be followed up with remote work for the rest of that lesson or teachers may choose to set activities throughout the lesson and then revisit the students after each activity for feedback.

vi. Each lesson will be started as a live lesson by the teacher. A register taken at the start of each lesson. How the live element of the lesson will best be delivered is to be decided by the teacher.

vii. The same curriculum will be delivered remotely as is delivered in school.

3. COVID Guidance – for reference

The guidance contained in **Appendix 1** provided the working practice during the covid lockdown. It is now for reference only and if future national lockdowns arise, we may need to revert back to this process.

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Appendix 1: COVID GUIDANCE – For reference:

Working Practice

If they subsequently test positive, then the student will move to the self-isolation model of work being set for them on Class Charts or invited via teams. See section B below.

Please see Appendix 5 for further information on groups of students accessing remote learning

1. *In the event of an individual pupil or a group of pupils being required to self-isolate. because they have been in close contact with a positive COVID case.*

1.1 In the event that a pupil or a group of pupils are unable to attend school after being in close contact with a fellow student who has tested positive but the rest of the year group are in school then the subject teacher is required to set online work for the absent pupils. Please see below for further details:

   1.1.1   Students will be set work on Class Charts or invited to the lesson via teams.

   1.1.2   Work does not need to be spilt into core and optional tasks

   1.1.3   The work set needs to be similar to the work that is being completed by the rest of the class during the lesson delivered in school. Pupils working at home should be provided with lesson PowerPoints, handouts and with clear instructions of what to complete by the next lesson.

   1.1.4   Staff will need to set this work at the start of the day ready for the students to complete during their timetabled lesson.

   1.1.5   *For Sixth Form students only – Year 12 & 13 all staff should invite the students who are self-isolating at home to join the lesson via teams and share the screen with the students. The PowerPoint presentation and lesson resources they are using in class should be adapted to take this into account.*

   1.1.6   These lessons should be recorded so that students who may be ill/unable to attend the teams call can access the lesson at another time.

   1.1.7   For Sixth Form only, there is no requirement to put work on Class Charts for students who are self-isolating if they are being invited to the live lesson via teams.

2. *In the event of a whole school lockdown or year group lockdown.*

2.1 Guidance for Teachers:

2.1.1   When providing remote learning, teachers must be available between the working hours of 08.40-15.30. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

2.1.2   **All staff should provide a minimum of 50% of each of their lessons for all year groups as live, interactive Teams lessons. For the remainder of the lesson pupils are expected to work independently using relevant resources on Class Charts/Teams Please see below for further detail:**

   i.   A minimum of 50% of each timetabled lesson as live. Pupils are expected to work independently for the reminder of the lesson using resources provided by the teacher.

   ii.   All staff are to deliver live lessons for each of their timetabled lessons based on their 2-week timetable. This will be done using TEAMS in Microsoft 365.

iii. Each lesson is scheduled in advance with the relevant pupils. Each live lesson should be recorded. This will allow pupils, who are absent, to be able to catchup on missed work.

iv. Online lessons can be delivered in a number of different ways For example, for a live lesson you may have a 1 hr live lesson period 2 and then this will be followed up with remote work for the rest of that lesson or teachers may choose to set activities throughout the lesson and then revisit the students after each activity for feedback.

v. Each lesson will be started as a live lesson by the teacher. A register taken at the start of each lesson. How the live element of the lesson will best be delivered is to be decided by the teacher.

vi. The same curriculum will be delivered remotely as is delivered in school.

vii. We expect that remote education (including live remote teaching and independent work) will take pupils approximately 5 hours each day – this goes beyond the minimum recommended in DfE guidance.

viii. All staff within the department should meet once a week through Teams to discuss consistency of work being set across each year group.

ix. All staff should record, on the central remote learning spreadsheet, the pupils who are not attending live lessons or fail to engage in the work set. There is a drop-down menu for all staff to specify the reason.

3.   Providing feedback on work:

3.1   All teaching staff should provide feedback on key pieces of work identified at departmental level.

3.2   All teaching staff should consistently provide feedback on key pieces of work using appropriate MS Team, functions e.g. Assignments/ Microsoft forms etc... and follow the whole school marking and feedback policy in the approach to do this. This can be found in Appendix 3.

3.3   Feedback on key pieces of work needs to be given within a 2-week period of submission or in line with the timetabled lessons.

4.   Keeping in touch with pupils who aren't in school and their parents:

4.1   Pupils who are not engaging in the remote work and /or the live lessons should be recorded in the first instance on the central remote learning spreadsheet. AHOY/HOY will follow this up with parents and carers as appropriate.

4.2   All students who are not engaging will be monitored and if appropriate their parents/carers contacted on a weekly basis.

4.3   All teaching staff should respond to emails received from pupils within 24 hours during their working hours.

4.4   Any concerns regarding safeguarding should be referred to the safeguarding lead in school – DDU.

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

5. Professional conduct and e-safety

When attending virtual meetings with staff, parents and pupils and during TEAMS live lessons:

5.1 Dress code – All teaching staff should wear appropriate professional work clothing.

5.2 Avoid locations areas with background noise and inappropriate images in the background. If this is a concern, please add the background filter to your screen.

5.3 All live lessons should be recorded, and head of department/subject lead invited to the live lesson.

5.4 All students on Teams live lessons will need to be informed that they are being recorded before the recording starts for the lesson.

5.5 During the course of the live lesson teachers should make a note of any inappropriate comments, concerns raised during the lesson and report any concerns to safeguarding lead.

5.6 Staff should ensure that materials shared with students during the live lesson are appropriate to the specific age group. They should also consider whether the topic being taught may cause anxiety for the child at home who does not have a subject teacher to support them e.g. sexual reproduction, suicide, bereavement etc… if in doubt please liaise with your subject leader.

5.7 All staff should conduct themselves in a professional manner at all times and in the same way as they would in a normal classroom environment.

5.8 This policy should be read in conjunction with the e-safety policy. Refer to staff portal – SharePoint.

6. *In the event that a year group has to self -isolate*

6.1 In the event that an **entire year group has to self- isolate** staff should continue to attend school to teach other year groups.

6.2 During the time that they would normally teach the absent year group they should provide remote learning lessons as described in section A above.

7. Remote learning guidance for groups of students

7.1 Disadvantaged Pupils

7.1.1 Individual risk assessments will be created for vulnerable pupils in conjunction with guidance and input from health care professionals.

7.1.2 If there are issues accessing the internet or devices at home the school may be in a position to support the on-line learning through the DFE laptop scheme.

7.2 SEND Pupils

7.2.1 Provision for SEND pupils is dependent on the student's needs, the universal offer for all SEND students with remote learning is as followings:

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

7.2.2 Members of the inclusion team check in with SEND students who are isolating to monitor progress and access to online learning. Remote support via Teams is offered. Feedback to SENCO and teacher is provided and each case reviewed in relation to individual need and the nature of the barrier.

7.2.3 Paper based work packs are provided for any students who prefer this traditional way of learning – this is either delivered or posted to the child.

7.2.4 Regular communication takes place between parents/carers and the Inclusion Management Team in addition to the pupil's key worker.

7.2.5 Teachers provide differentiated resources for students via Class Charts and live lessons. Students who do not engage are reported to Inclusion and HoY who will follow this up by contacting parents or carers.

7.2.6 Use of the online Lexia Programme for students is used to develop core literacy skills.

7.2.7 IT equipment has been provided for two of our wheelchair users in conjunction with advice from the Sensory and Physical Support Unit.

7.2.8 Meetings via Teams with parents and health care professionals at the start of term to discuss additional issues that have arisen and a plan of action for provision moving forward.

7.2.9 EHCP's and provision within those are regularly reviewed and if necessary, contact is made with the local SEND Officer.

7.2.10 The Inclusion Team work closely with the Pastoral Team to monitor the needs and well-being of SEND pupils across year groups.

7.3 **Wellbeing**

7.3.1 Weekly wellbeing conversations by TA's and pastoral staff to all students who are off school isolating.

7.3.2 In School provision – see Appendix 5 for current overview of provision within school.

7.3.3 Weekly well-being bulletins to students and parents with information and local offer of support for wellbeing.

7.4 **Pupils with limited internet access at home**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

7.4.1 We use the first marker of deprivation i.e. those families in receipt of free school meals and who have indicated that they have no other device other than a mobile phone. We have also looked at students in receipt of FSM (11-18) whom have not been accessing online learning and having detailed conversations regarding online learning and device accessibility.

7.4.2 We will request dongles for those parents who are eligible, but we note that there is a nationwide offer to parents to access free 4G data via mobile phone providers for those parents who do not have a fixed broadband connection. We have asked parents to provide data requested by the dfe as the school is acting as an intermediary for the DFE, by collecting mobile phone numbers and service providers to a central database.

7.4.3   Parents can request printed materials from each dept, this can be collected under the Covid safe procedures at school. School however is operating office 365 and the full Office suite at no cost to parents and therefore as much as possible, work is available in an editable digital format, and submitted digitally.

7.4.4   Referring to the above points, students who do not have online access can request access to laptops and data.

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Appendix 2

Lesson & WALT	Task – Write title and date for each lesson	Resources	Completion/Action

Key Stage 4 & 5 Lesson proforma for remote learning.

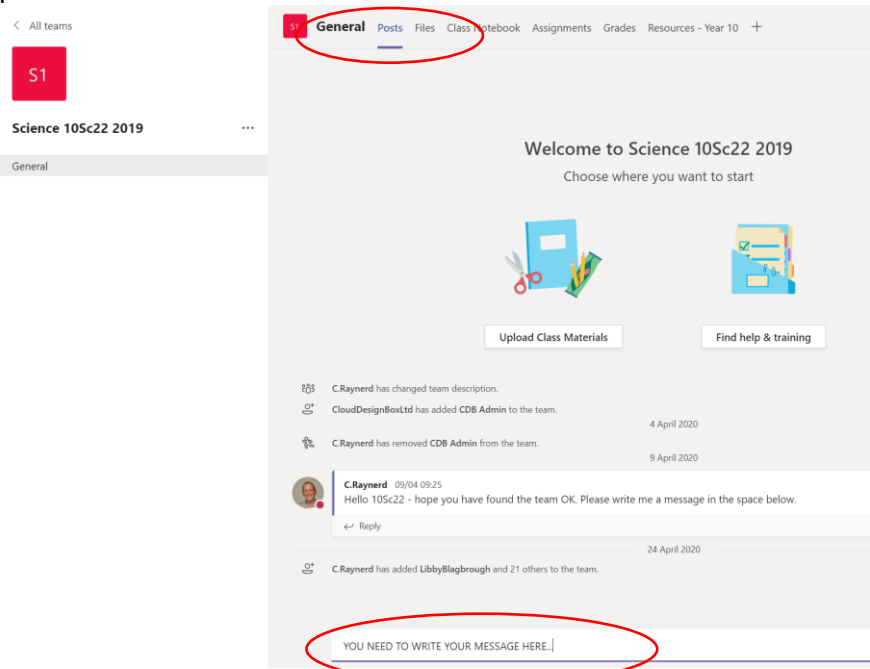**Key Stage 3 Lesson Proforma**

Lesson & WALT	Task – Write title and date for each lesson	Resources	Completion/Action
	Core: *Optional:*		

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Appendix 3 – Example of a completed lesson proforma.

Subject - Date

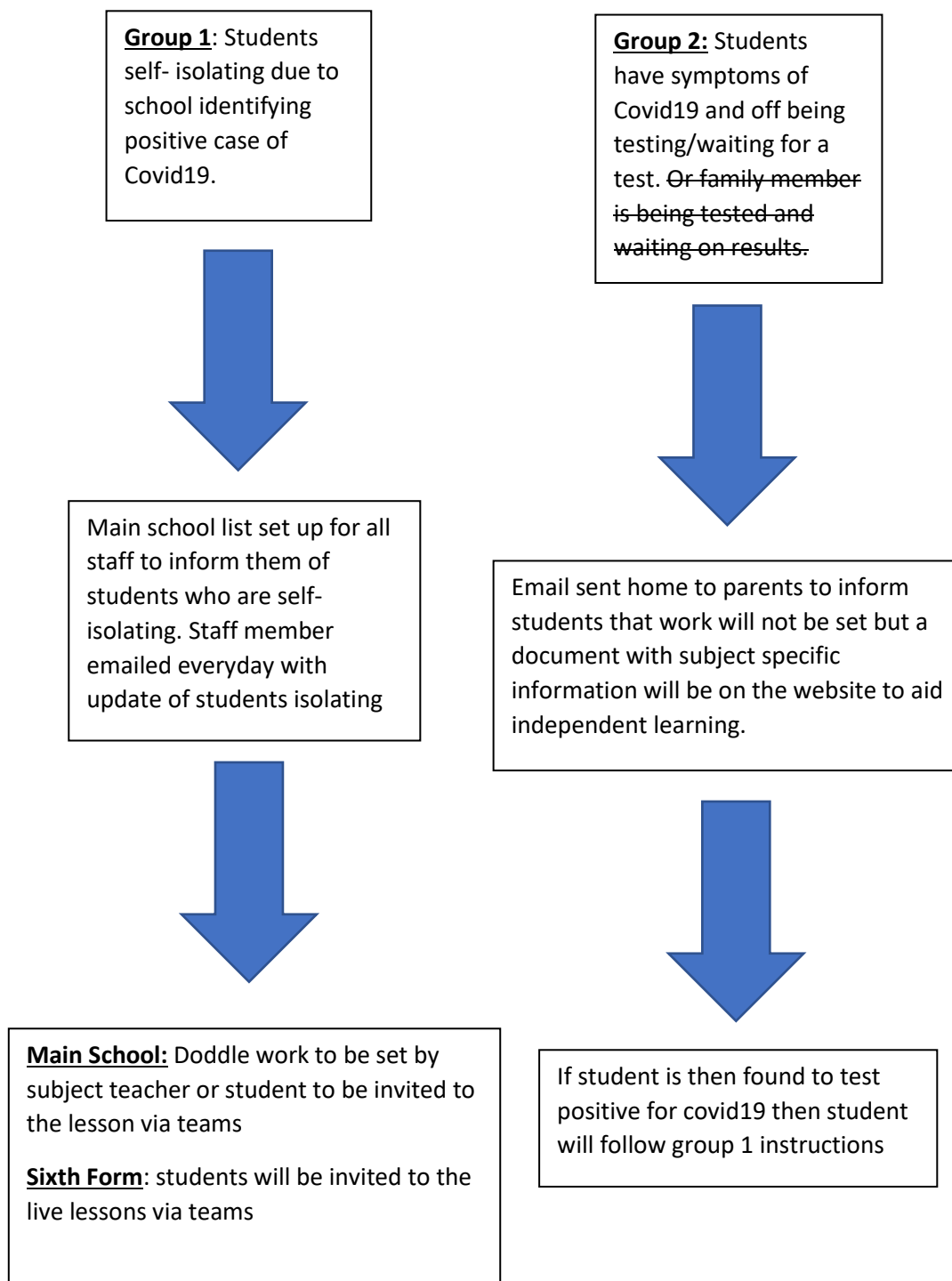| Lesson & WALT	Tasks – Write WALT and date for each lesson	Resources	Completion/Action
1 – To be able to… access Microsoft Teams.	In this lesson we are going to access Microsoft Teams for the first time. We are going to write a test message and access a file from the resources section. Teams can do a lot of different things and we are going to take this slowly and just do a few of them today. This video may be helpful to show you what teams can do but more importantly, the first 30 seconds shows you how you can log in to teams and later in the video, how to access the discussion area and resources. https://www.youtube.com/watch?v=SemjM2fHV2Q&t=136s Task 1: Posting in Microsoft Teams - There are lots of ways to access teams. The easiest is to google teams and login from there. You can click the link here: https://teams.microsoft.com/ You can even access it from your school email, if you click the dots in the top left and select teams. Now you are in "Team" select your class team. Under the section that says Posts, you need to write a message. If you don`t know what to write, you can simply write "testing". Everyone needs to post. Task 2: Accessing Resources Now you are in Microsoft Teams, you can also access resource files. This is a bit like doddle but files that are in here are available for you to view or download at any time. To access the resources, select, RESOURCES – Year 10		Open Teams Write a message to the teacher and class Access a file under the resources tab

	You will then need to go to RESOURCES YEAR ……….. and find the file …….. THIS WILL FORM PART OF YOUR NEXT TASK – WHAT IS THE FILE AND WHAT DO YOU WANT THEM TO DO WITH IT?		

Appendix 3 – Marking and Feedback Policy 2020 – 2021 – refer to staff portal – Sharepoint - Policies

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

REMOTE LEARNING GUIDANCE

Group 1: Students self- isolating due to school identifying positive case of Covid19.

Group 2: Students have symptoms of Covid19 and off being testing/waiting for a test. Or family member is being tested and waiting on results.

Main school list set up for all staff to inform them of students who are self-isolating. Staff member emailed everyday with update of students isolating

Email sent home to parents to inform students that work will not be set but a document with subject specific information will be on the website to aid independent learning.

Main School: Doddle work to be set by subject teacher or student to be invited to the lesson via teams

Sixth Form: students will be invited to the live lessons via teams

If student is then found to test positive for covid19 then student will follow group 1 instructions

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Appendix 5

Provision	Days / timescale/ length	Service provider	Cost
Off the record School Counsellor	5 hours each day 3 Days a week – Mon, Tues & Wed	Off the record	£19000 Per 38 weeks
Oldham Brokerage service – Anxiety Course	Monday 2.40 – 3.30pm – over 8 weeks.	TOG MIND	FUNDED
Oldham Brokerage Service – Resilience assemblies	14th & 15th October via Teams – Year 10 & Year 11	TOG MIND	FUNDED
Mental Health first Aiders	On-going – currently 38 staff trained First Aiders	TOG MIND	FUNDED by school and Oldham
Mental Health Athletes	Year 9 students – Monday 2.40 – 3.30pm	Youth service	FUNDED by OLDHAM
Lunch time drop-in service from the youth service	Friday lunch time	Youth Service	FUNDED BY THE YOUTH SERVICE
MHST – TOG mind – Whole year	Thursday all day – 5 hour one-2 one appointments over an 8-week period. Starting 1st October	TOG MIND – LOCAL AUTHORITY	FUNDED by OLDHAM
MHST – Tog Mind – Whole year	Friday all day – 5-hour counsellor – one 2 – one appointment.	TOG MIND – LOCAL AUTHORITY	FUNDED by OLDHAM
Well-being award	Pending – research completed on what is needed – recovery curriculum in place first – relook at this next calendar year.	OPTIMUS EDUCATION	£1800
Training – Reflective and Creative Supervision	Over a 2-year process – LMA & DDU trained. LWH and GLA now to carry out 2-day training to become supervision in school. Now continuing with training this year – completion January 2023.	INTRAQUEST	FUNDED by OLDHAM
Training – mental health and wellbeing	September inset day	BOUNCE FORWARD	FREE
All staff training	Online training course – on going during lockdown and training time.	MindEd website	FREE
Mental Health Awareness Day – twice a year – Oct and Feb	W/C 10th October 2021 W/C 7th Feb 2022	MIND	

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Appendix 6

Remote learning document for students

Subject	Revision websites
English	**Key Stage 4 (Year 10 & Year 11)** https://www.bbc.co.uk/bitesize/ https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/english https://classroom.thenational.academy/units/fiction-reading-and-descriptive-writing-7cc5 **The link is to the BBC Bitesize Key Stage 3 English resources:** https://www.bbc.co.uk/bitesize/subjects/z3kw2hv **Here are some SPaG quizzes suitable for all KS3 year groups too:** https://www.educationquizzes.com/ks3/english/
Maths	mathswatch: https://vle.mathswatch.co.uk/vle/ mymaths: https://www.mymaths.co.uk/ White Rose Maths: https://whiterosemaths.com/ BBC Bitesize: https://www.bbc.com/education
Science	**For GCSE Physics** the most useful online resource will be kerboodle (https://www.kerboodle.com/users/login?user_return_to=%2Fapp) BBC Bitesize (https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm), Seneca learning or Isaac Physics (https://isaacphysics.org/) for stretch and challenge questions. **Biology** Kerboodle (see attached instructions) – access to online textbooks https://www.kerboodle.com/users/login BBC bitesize AQA GCSE Biology https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7 Free Science lessons https://www.freesciencelessons.co.uk/

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Geography	**Year 7 Map reading** • https://www.ordnancesurvey.co.uk/mapzone • https://classroom.thenational.academy/units/map-skills-78f1 **Year 8 Cold Environments** • http://www.coolgeography.co.uk/gcsen/GCSE_LW Cold Characteristics.php • https://www.bbc.co.uk/bitesize/guides/zp37hv4/revision/1 **Year 9** • **Biomes:** • **Rainforests** • https://classroom.thenational.academy/units/ecosystems-1e69 • https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1 **Key Stage 4** • **Year 10 Rivers** • http://www.coolgeography.co.uk/gcsen/PL_River_Valleys.php • https://www.bbc.co.uk/bitesize/topics/zpypgdm • https://www.kerboodle.com/users/login **Year 11** • **Tectonics** • http://www.coolgeography.co.uk/gcsen/NH_Global_Distribution_Tectonic_Hazards.php • https://www.bbc.co.uk/bitesize/topics/zcdrbk7 • https://www.kerboodle.com/users/login
History	**The Middle Ages** https://www.bbc.co.uk/bitesize/topics/zfphvcw https://www.historylearningsite.co.uk/ https://spartacus-educational.com/ **Year 8** 1450-1700 https://www.bbc.co.uk/bitesize/topics/zynp34j 1700-1900 https://www.bbc.co.uk/bitesize/topics/zjd82hv https://www.historylearningsite.co.uk/ https://spartacus-educational.com/ **Year 9** The Suffragettes https://www.bbc.co.uk/bitesize/topics/zfsnb9q WWI https://www.bbc.co.uk/bitesize/topics/z4crd2p https://www.historylearningsite.co.uk/ https://spartacus-educational.com/

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

RS	• **Key Stage 4** • **Christianity:** Watch the clips from this channel (9 clips) which are currently relevant to your study. https://www.youtube.com/watch?v=Sxwh9cY44Fk&list=PL4dFxRzoWJRm9-3CORnhjmqnpZOoosynd • **Judaism**: Watch the clips from this channel (14 clips) which are currently relevant to your study. https://www.youtube.com/watch?v=ln1HjIdHQL0&list=PLoS18C9KJuWa0ccDT4KqHgzJwBliamhA6 • **Themes: Crime** - https://www.youtube.com/watch?v=5R7vJcR2ZbE&list=PL4dFxRzoWJRlQDHiD9fTN3BKIcf1vh6AS • **Human Rights:** https://www.youtube.com/watch?v=rDXBe9FiOH4&list=PL4dFxRzoWJRlQDHiD9fTN3BKIcf1vh6AS&index=4 • **Life Issues**: https://www.youtube.com/watch?v=tgQyBLWFDBI • **God & Revelation:** https://www.youtube.com/watch?v=4VAbydoIjKk • **KS3:** • https://www.youtube.com/channel/UCg6UgOFFW0lknjOzJfqjc9A https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.educationquizzes.com/ks3/religious-education/
Drama	**KS3** https://www.bbc.co.uk/bitesize/subjects/zcfb87h https://www.bbc.co.uk/teach/ks3-drama/zrjhcqt https://www.artsonthemove.co.uk/education/drama-at-ks3.php **KS4** https://www.aqa.org.uk/subjects/drama/gcse https://www.bbc.co.uk/bitesize/guides/zwt4frd/revision/1 https://www.bbc.co.uk/bitesize/examspecs/zrnjwty https://www.dramaonlinelibrary.com
MFL	**KS3 Spanish** • BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zfckjxs • Languages Online: www.languagesonline.org.uk Year 7 Spanish Memrise: https://www.memrise.com/group/410439/ • Year 8 Spanish Memrise: https://www.memrise.com/group/410438/ • Year 9 Spanish Memrise: https://www.memrise.com/group/408309/ • Seneca: https://app.senecalearning.com/classroom/course/8f4c33cc-b1b1-4c49-bff7-f2dd6cc12b1f/section/e273df59-6bb0-4df6-b973-1aaf6908b69a/session **KS3 French** • BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zgdqxnb • Languages Online: www.languagesonline.org.uk Year 7 French: https://www.memrise.com/group/410520/ • Year 8 French: https://www.memrise.com/group/410521/ • Year 9 French: https://www.memrise.com/group/410522/ • Seneca: https://app.senecalearning.com/classroom/course/358c7423-e317-498b-b0c9-32f205b92a3b/section/98863a9e-e6ea-40b6-ab67-e5fc78c3b062/session

	KS4 Spanish • BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv • Kerboodle: www.kerboodle.com • Login: first letter of first name followed by surname, i.e. jbloggs • Password: same as login unless you have logged in before and changed it • Institution code: kq2 • Languages Online: www.languagesonline.org.uk Memrise: https://www.memrise.com/group/230113/ • GCSE Pod: https://members.gcsepod.com/content?subject_id=6025&exam_board_id=1010 • Seneca: https://app.senecalearning.com/classroom/course/eefdd6b0-6960-11e8-9e60-31064e3f9a21/section/ee79c360-6fd3-11e8-a964-1b54e8ffab07/session **KS4 French** • BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr • Kerboodle: www.kerboodle.com • Login: first letter of first name followed by surname, i.e. jbloggs • Password: same as login unless you have logged in before and changed it • Institution code: kq2 • Languages Online: www.languagesonline.org.uk Memrise: https://www.memrise.com/group/261205/ • GCSE Pod: https://members.gcsepod.com/content?subject_id=6015&exam_board_id=1010 S • Seneca: https://app.senecalearning.com/classroom/course/a2a73a1c-891a-40e3-9c38-1aafb04acfa8/section/1fbb23d3-c55a-4af0-92eb-30bc99d14474/session **KS4 German** • BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/z8j2tfr • Kerboodle: www.kerboodle.com • Login: first letter of first name followed by surname, i.e. jbloggs • Password: same as login unless you have logged in before and changed it • Institution code: kq2 • Languages Online: www.languagesonline.org.uk Memrise https://www.memrise.com/group/260826/ • GCSE Pod: https://members.gcsepod.com/content?subject_id=6017&exam_board_id=1010
Art	**Years 7 & 8: Basic Techniques** https://classroom.thenational.academy/units/introduction-to-art-understanding-the-basics-linking-work-to-self-18a0 Year 9: Understanding the world around us https://classroom.thenational.academy/units/architecture-understanding-the-world-around-us-995f **Years 10 & 11: Developing drawing techniques** https://classroom.thenational.academy/units/drawing-techniques-fd9d

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Computer Science	**Computer Science KS3** BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zvc9q6f Teach ICT https://www.teach-ict.com/2016/ks3/ks3_home.html Username: OL27HS Password: memory5 Hour of Code https://hourofcode.com/uk/learn **Computer Science KS4** BBC Bitesize https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Teach ICT https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html Username: OL27HS Password: memory5 W3Schools https://www.w3schools.com/python/default.asp Python repl:it https://repl.it/@enaard/Python-3
Business Studies	BBC bitesize - https://www.bbc.co.uk/bitesize/subjects/zpsvr82 Tutor2u - https://www.tutor2u.net/
Sociology	www.quizlet.com www.tutor2u.net/sociology www.senecalearning.com
PE	www.quizlet.com www.senecalearning.com www.bbc.co.uk/bitesize/subjects https://www.rulesofsport.com/
Music	**KS3** Virtual Piano app https://www.musicca.com/piano Chrome Music Lab songmaker https://musiclab.chromeexperiments.com/Song-Maker/ (instruction video can be found at https://www.youtube.com/watch?v=BqncqSxIwgc) **KS4** BBC BItesize - https://www.bbc.co.uk/bitesize/examspecs/zbmct39
Food Tech	See document below

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

Subject	FOOD & NUTRITION AND HOSPITALITY & CATERING
YEAR 7	YouTube BBC Teach (*https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg*) – watch the videos on: • Sensory perception • Healthier cooking • Food safety • Nutrition guidelines • Hydration • Visit the website www.lovefoodhatewaste.co.uk to find out more about using leftovers and helping the environment • https://www.aldi.co.uk/lovefoodhatewaste - see what Aldi as a food company are doing to reduce waste • https://www.bbc.co.uk/bitesize/topics/zrdtsbk/resources/1
YEAR 8	YouTube BBC Teach (*https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg*) – watch the videos on: • Nutrition Guidelines • Food Labelling • Food Safety • Hydration www.nutrition.org.uk – use this site to research healthy eating, the guidelines • Visit the website www.lovefoodhatewaste.co.uk to find out more about using leftovers and helping the environment • www.https://www.aldi.co.uk/lovefoodhatewaste - see what aldi as a food company are doing to reduce waste • https://www.bbc.co.uk/bitesize/subjects/zdn9jhv
Year 9	You Tube BBC Teach (https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg) *to watch the Food Ranger* www.nutrition.org.uk – research the nutrient groups
KS4 FOOD PREPARATION & NUTRITION **(AQA)**	YouTube Fun Kitchen videos for AQA (https://www.bing.com/videos/search?q=youtube+fun+kitchen&qpvt=youtube+fun+kitchen&FORM=VDRE) – flour for breadmaking, coagulation, raising agents, conduction animation YouTube WJEC video – emulsification animation www.nutrition.org.uk – use this site to research and revise nutrition and healthy eating, including their podcasts Senecalearning.com – use to revise

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL

KS4 HOSPITALITY & CATERING **(WJEC)**	- https://www.bbc.co.uk/bitesize/subjects/zbtvxyc (Use to revise hospitality establishments, health and safety, menu planning and types of service) - https://www.food.gov.uk/ (Looking up food safety regulations, hygiene rating and HACCP) - https://www.youtube.com/watch?v=kXV8mayG3W0 (Bread making skills) - https://www.youtube.com/watch?v=-oaqAwaLgvw (Shortcrust pastry and tin lining skills) - https://www.youtube.com/watch?v=Ljwt6T4uR6A (Food allergies & intolerances) - https://www.pearsonschoolsandfecolleges.co.uk/Secondary/Vocational/HospitalityandCatering/WJECGCSEHospitalityandCatering/Samples/Samplepages/WJECGCSEHospitalitySamplePages.pdf