



Guide for Parents and Carers:

Dear Parent/Carer,

Firstly, we hope you are all keeping well and safe during this difficult time. The priority for us all is to stay safe and look after each other.

Obviously, your son/daughter being off from school and missing education is another concern. It is important to acknowledge that education and learning is a marathon and not a sprint so we will adapt and support in every way we can in the short term, medium term and long term.

It is likely that when our current Year 10 students return to school, they will be in Year 11 and we want to ensure that they stay engaged in learning and are developing as GCSE learners ready for Year 11. To make it manageable, we will share a HDHS English Remote Learning Overview for Yr 10 to both parents and students at the start of every school week. This will be shared on the school website and the school Facebook page. It divides the learning into key categories of learning(see below). Each individual class teacher will offer further guidance, support and instructions to their individual teaching groups each week through Google Classrooms.

HOW CAN A PARENT/CARER USE THE REMOTE LEARNING OVERVIEW? WHAT CAN A PARENT DO TO SUPPORT?

Word of the week: Each day test your son/daughter in their understanding of the word of the week. Every three days revisit the word to see if they remember it. On a Monday, you could test them on all five words of the day.

Person of the week: Ask your son/daughter to present their research on the person of the week. Question them once they have presented their research. This will develop skills for Spoken Language.

Study Skill: Ask to see their Cornell Note sheet that they have created. It is important that students learn to be independent in their study and each week we will be asking students to create Cornell notes from watching a video/lecture or some reading. They should keep all their Cornell Note sheets together ready for their return to school.

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Curriculum Knowledge - Key to the success in English is knowing, remembering and being able to retrieve key vocabulary and terminology. Quizlet, Bedrock and GCSE POD are fantastic platforms for students to be tested on their learning and the key knowledge that they require to be successful. Please ensure that your son/daughter is regularly revisiting the knowledge which you can easily test them on. This will further support the retrieval of the curriculum knowledge.

Curriculum Reading - Students should read the text. You could read it with them or to them. You could speak to them about what makes this an effective speech. Students currently study a range of speeches and as part of the English Curriculum and have to write for a specific viewpoint in their exam. In this section of remote learning students should also



answer the questions that follow the speech to ensure their comprehension of the text. This section of the remote learning supports students with the curriculum writing section.

Curriculum Wider Reading: It is a fact that students who read outperform students who don't read in all exams(not just English). Any reading that students can do is a bonus and will develop important exam skills. Reading and re-Reading the set GCSE texts is crucial as students need to know these texts inside out. Students can also purchase copies of these texts online(they are relatively cheap)if they want their own copy.

Curriculum Writing: Can you make sure that your son/daughter completes these weekly written tasks and submits it for the Friday deadline. They will receive written bespoke feedback from their teacher for the task identified as 'The Big Write'. In the English Language GCSE exam, the writing section is worth 50% of the overall GCSE grade so it is important that students are developing this skill weekly.

English Literature:

This week the Curriculum Writing for Literature is an unseen poem. Students have been learning a strategy to approach such texts. Below is the strategy that students have learned and could be tested by you as parents/carers - you could ensure that students have completed all of the below steps before they start the response to the question. We are looking for effective planning and preparation as much as 'good' writing.

Instructions / Tips:

- **Read the question, underline the key word and annotate the poem where there is a link to the key word in the question.**
- **Look at what you highlighted and decide on the message in the poem-** what is the poet telling us about the key word- write this at the top of the poem and this will be your thesis argument.This needs to be referenced in every paragraph.
- **Title/First Line/Last Line-** annotate in detail/methods/think of any possible double and alternative meanings linked to the key word.How does it link to the thesis/message? A higher level response links/contrasts the opening to the ending linked to the key word.
- **Identify the different tones** in the poem and how this links to the theme.Where does the tone change?
- Use the opening and closing structure that we have always used for unseen poetry.

If you have any questions, please let me know,

Stay Safe.

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