



QUEEN'S PARK HIGH SCHOOL

Thursday, 11 February 2021

Dear Students and Parents

Remote Learning Update – Years 10-13

Thank you for your continued support, hard work and enthusiasm through this challenging period. Our students have continued to impress us with their efforts and have risen to the challenge of online learning. I would also like to pay tribute to my colleagues for their hard work and drive to ensure that we are delivering learning in the best way we can and to ensure that all of our students have the best chance of success. At a time when we hear so much in the media about lost learning and catch up, I feel strongly that students at QPHS are not disadvantaged in relation to the curriculum and that provided that they engage with the provision they are in a strong position around learning.

Thank you all for your feedback to our survey last week. It has helped us to evaluate what is going well and to make a few tweaks to what we are doing to further enhance things. We have also attached a FAQ document at the end of this letter which outlines some of the key points where further information was requested. We will continue with live input for most lessons in years 10-13 and this will continue to run in accordance with the normal timetable. To reiterate, live input will take different forms and will be varied to support both student and teachers in relation to the amount of screen time they are exposed to. Examples will include: full lesson with teacher on screen, teacher input for a period of time and then work set for students to complete, teacher check-ins at various points during the lesson etc. When staff are not live on screen, they will be available to answer questions during the timetabled lesson. Normally this will be via the chat function for the lesson, but staff will let students know the best way to contact them.

Furthermore, having been well supported by all parties in our survey, we will add in a well-being/screen-free afternoon once per week. For the weeks beginning 22nd February and 1st March, these will take place on Wednesday afternoon. Our plan is to rotate days, but we are also waiting for updated guidance on the planned return to school so will keep you updated once we are in possession of this information. Based on feedback, we have put together a 'menu' of challenges for students (attached) to complete during these afternoons. It would be lovely if photographs of students completing challenges and/or end products could be sent into school to challenges@qphs.co.uk so that we can share in and celebrate the work. Equally we appreciate that some students with forthcoming exams may prefer to use this time to plan and undertake revision away from the screen and we are, of course, happy to support them doing this.

For now, I wish you all a happy and restful half term. I appreciate that it won't be the usual 'holiday' but please do take the opportunity to unwind and get plenty of fresh air and to do some of the things which make you happy!

Yours faithfully,

Mrs Scanlon

Senior Assistant Headteacher



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Remote Learning – Frequently Asked Questions

What are the school's expectations around the setting of homework?

During the period of lockdown, the school has decided to support students' wellbeing by limiting the amount of 'screen time' they are expected to undertake. As such, there is no expectation for students to be completing homework out of normal school hours, although students in exam years will be encouraged to revise for examinations once these arrangements have been confirmed. 6th Form students who normally have independent study periods may be asked to complete work outside of their normal lessons, but this will not require them to work beyond the school day.

What are the expectations of the school around PE?

Due to the restrictions of lockdown and the access to space and/or resources, it is not feasible for PE teachers to deliver effective lessons remotely. However, the PE staff set weekly tasks for students to support their own health, fitness and wellbeing as well as theory based exercises. Students are encouraged to take advantage of their hour a day entitlement to exercise and we would welcome support from home to promote this. In addition, challenges are regularly set by the PE staff on social media to encourage active engagement with exercise activities. Those studying Sports Studies at GCSE and A level are taught as normal.

How do students receive feedback?

For the vast majority of lessons, feedback will be formative and live. Teachers will use live lesson time to gauge student understanding through the use of virtual whiteboards, the elicitation of answers through verbal questioning or low-stakes testing through online quiz platforms such as Kahoot or through Microsoft Forms.

What assessments are students expected to complete for each subject and how is progress tracked?

All subjects are expected to track and monitor student progress and engagement. Teachers will use EduLink to contact home if students are absent from a lesson. This will be escalated should these absences continue. When completing work, curriculum teams have adopted a subject based consistent approach to the monitoring of student progress which is outlined on the appendix attached.

Where will work be set for students to complete when students are not engaged in a 'live' lesson?

All work set for students will be on their subject's Teams channel. This is the first port of call for students when engaging in both live and non-live lessons.

Where do I find work/tasks in Teams for my child to complete?

Each subject your child studies has its own Teams channel. These are immediately visible once they login to the app (using their school network login and password). Within each team there is a Posts tab in which staff will post work, links or indicate where to find the work for a particular lesson. This is usually in the Files section or added in as a separate document into the conversation. If a live lesson is scheduled to take place, students can either join via the link which will be placed in the relevant Teams channel, or via their calendar on Teams.

Who do I contact if I have a question about a technical issue or problems with software?

Our ICT Support team are here to support with any technical queries relating to the free download and access to Microsoft 365 applications which includes Teams. There are useful guides uploaded to the website which will help resolve most issues without the need for contacting school. However, if you do need more specific guidance you can contact the ICT support team via email: ictsupport@qphs.co.uk

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T: 01244 257088 | E: enquiries@qphs.co.uk | W: www.qphs.co.uk | t @qphschester

Headteacher: Lyndsay Watterson MA NPQH





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Who do I contact if I have concerns about my child's engagement?

If you have a general concern about your child's engagement with online learning, please email their subject teacher in the first instance or for more generic concerns, their group tutor.

Where should my child be completing their work?

Teachers will clearly indicate to students in their lessons where work should be completed. Students may be asked to use their school books (which are available for collection from school or, if this is not practicable, we can arrange for them to be dropped off), or may be asked to work online using Microsoft Word, Class Notebook or on a specific set assignment which can be found in the 'assignments' tab on the Teams channel.

Is my child expected to have their camera on in their lessons? What safeguarding procedures do you have in place in relation to this?

We believe that students having cameras turned on is far better for their social wellbeing and their ability to interact in their live lessons. We also understand that some students feel far more comfortable having their cameras turned off. Whilst we do encourage them to be on, this is not something we insist upon. However, we do expect students to interact and engage in their lessons, particularly as progress is frequently assessed through question and answer sessions. As such, students should be prepared to engage verbally through their microphone and/or through the chat function. Online whiteboards are also used across the school and will help support this interaction too. All of our lessons are recorded for safeguarding reasons.

We do not have enough laptops/digital devices at home and therefore struggle to provide our child with access to live lessons. What can we do?

The DfE is slowly releasing laptops to schools to provide to students who are struggling to access remote learning. If you wish to be considered for one, please email Mrs Scanlon (c.scanlon@qphs.co.uk) who will be able to discuss your requirements with you and add you to our waiting list. All of our lessons are recorded and can be accessed by the students at any time. Obviously we would prefer students to be present in their live lessons, but they can always watch them back if for some reason they are unable to access them at the time of delivery.

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APPENDIX

From 22nd February for half term 2

Subject Assessment Procedures – KS3

| | |
|----------------------------|---|
| Art and Technology | Live feedback and top-loaded feedback to address common misconceptions |
| Drama | Assessments of performances developed in breakout rooms and assessed against ARMS |
| English and Spanish | Vocab, extended writing and comprehension assessments set via ActiveLearn or the Assignments Teams tab. |
| History, Geography and ICT | Online quizzes, Teams Assignments, Formative Assessment |
| Maths | Whiteboard.fi – instant feedback. MS Forms Checkpoints. Kahoot Quizzes |
| Music | BandLabEducation, self-assess against ARMS with Performances/compositions given live feedback |
| PE | KS3 Theory tasks self-mark assessment test |
| RE | Low stakes quizzing and assessments at the end of the scheme |
| Science | Formative Assessment through questioning, self-marked work, with summative Educake assessment |

Subject Assessment Procedures – KS4

| | |
|----------------------------|---|
| Art and Technology | 2-hour Assessment task set. Live feedback and summative comment at the end of each project. |
| Drama | Formative Feedback, Assessments in Class Notebook, Coursework feedback. |
| English and Spanish | Work completed in books or saved in folders on Teams. Assignments Teams tab. MFL – individual speaking assessments. |
| History, Geography and ICT | Ongoing formative assessment, Teams Assignments |
| Maths | Submission of work via photos/word, feedback provided. Assignments on Teams/Forms. Kahoot Quizzes |
| Music | Exam board questions set. Teams Assignments for past paper questions. Self-marked questions, Kahoot Quizzes |
| PE | Coursework submitted via email. GCSEpod, Kahoot and Whiteboard.fi used for low-stakes testing of knowledge |
| RE | Work booklets with exam practice questions. Continuous low-stakes testing |
| Science | Educake Assessments, Live lesson feedback. Mini quizzes, end of unit tests. Multiple Choice Question Assessments |

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Subject Assessment Procedures – KS5

| | |
|----------------------------|---|
| Art and Technology | 2-hour Assessment task set. Live feedback and summative comment at the end of each project. |
| Criminology | Working towards 8-hour controlled assessment. Work cannot be marked or assessed during the preparation phase. Exam units are assessed via exam questions |
| Drama/Performing Arts | Coursework submitted and feedback provided. P.Arts feedback is summative. Drama feedback is formative. Assessments of coursework questions set on Class Notebook |
| English Literature and MFL | Work completed in books or saved in folders on Teams. Assignments Teams tab. MFL – individual speaking assessments. |
| History, Geography and ICT | Ongoing formative assessment, Teams Assignments |
| Maths | Submission of work via photos/word, feedback provided. Assignments on Teams/Forms. |
| Music | Exam board questions set. Practical performance work assessed when back in school. Yr13 1:1 sessions for feedback on exam practice. Year 12 marking and feedback provided on Rock and pop genres and set piece. |
| PE | Coursework submitted via email. MS Teams Assignments. Past paper questions and self-assessment. |
| Psychology | Open book exams at home, submitted and marked by teacher. Seneca online quiz platform for low stakes testing. |
| RE | Work booklets with exam practice questions. Continuous low-stakes testing |
| Science | Formative assessments in lessons with immediate feedback. MS Teams Assignments. Essays set with feedback provided. End of unit tests with feedback provided. |

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