



Parmiter's School

Home Learning Newsletter

3rd Edition - May 2020

In this edition we will continue to provide you with ideas to support and supplement home learning work set by the school. We will also look at the teaching and learning taking place remotely across the school. We aim to give you a few tips and point you to activities students (and you) can do while you are staying safe at home. If you have any ideas or recommended links for our next edition, please email Mr Baker: a.baker@parmiters.herts.sch.uk. We shall also be showcasing outstanding work that has been produced at home by our amazing Parmiterians.

NEW ONLINE RESOURCES

Everyday more and more resources are made available to support learning from home, the following resources might be useful to support students with the work they are doing set by our teachers - sometimes a different explanation / presentation of the material can be very useful.

- **BBC Bitesize:** The BBC opened the doors to its biggest ever education offer, Bitesize Daily, on Monday 20 April, and the teaching roll call looks mightily impressive, with a register full of familiar names. Collaborating with teachers and education specialists, the impressive roster has been compiled in just four weeks and offers 14 weeks of curriculum-based learning for students across the UK. See this link for details: [link](#)
- **Oak National Academy:** Oak National Academy has been built in under two weeks, through a collaboration of 40 state school teachers, plus organisations across the sector. Their aim is to support teachers and students: <https://www.thenational.academy/>
- **School Libraries Association (SLA):** is a UK charity which supports everyone involved in school libraries. They have produced an amazing collection of resources for teachers and students during school closures, which is available here: [link](#)



OAK
NATIONAL
ACADEMY

SUPPORTING LEARNING, NOT HOME-SCHOOLING

Tiffnie Harris, Primary Specialist at The Association of School and College Leaders (ASCL) has recently written a fantastic article for the Parent Kind [Website](#), here are useful extracts from this article that might help parents and carers:

Parentkind

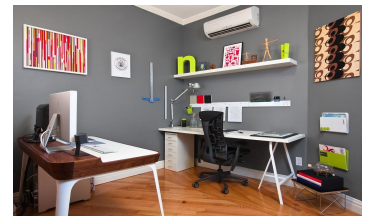
Bringing together home & school

"The shutdown of schools because of the coronavirus emergency leaves us all in uncharted waters. This includes parents who are now dealing with the challenge of how best to help children who are at home. The first point to emphasise is that parents are not being asked to home-school children. Teachers will continue to provide learning programmes

remotely. If you are unsure about any of the work set, please always contact the teacher setting the work for support or clarification. Parents can instead focus on supporting learning during this period. With this in mind, here are some tips:



- **Breakfast/active start:** It is a good idea – after breakfast – to start the day with a light exercise session, for example, some stretches or yoga.
- **Chunk the work:** Instead of watching over your child to keep them on task, begin each day with a conversation about the work to be completed and together agree regular slots for them to show you what has been achieved. In the conversation you can discuss any learning barriers and help remove them.
- **Have a timetable:** Adding structure and routine may help you to work from home if you can timetable around your own commitments. Could the school tasks provided to your child fit into an approximate allocation of time, [as suggested in this example](#)?
- **Take regular breaks:** Stop frequently and stay hydrated – keep a water bottle filled up. If weather permits, get fresh air in the garden – you can come back to work later.
- **Reading:** Secondary students might have extensive reading material. Those who are not engaged or who require additional support may find listening to audiobooks helpful. A timetable or routine may help, ensuring a small section is read daily.
- **Social media:** It can provide a way of connecting learning between friends via a learning 'group' to discuss answers, or to share related resources. Be alert to the dangers but do note the positive impact of working together virtually.
- **Workspace and organisation:** If possible, create a dedicated workspace. This helps distinguish between the space for learning and the areas for relaxation.
- **If it's not working, change it!** If your child is struggling with a task and you don't know how to help them, then don't be afraid to move them on. The task can be revisited later if needed. Consider any wider support you could offer – can you assist with their learning from what you find together in the garden, or from online documentaries? The [BBC Bitesize website](#) is a good resource, and free! "



REVIEW OF TEACHING & LEARNING ACROSS THE SCHOOL

Very quickly, Parmiter's departments had to adapt overnight in the way they deliver lessons. Recently we have been sharing good practice in our Staff Teaching & Learning Newsletter and we also wanted to share this with you; here is what *just SOME* of our departments have been up to.

D&T GOOGLE QUIZZES:

Design & Technology have used quizzes, which include videos and reading material, developing learning from home while ensuring they are collecting students' understanding using a wide range of media. However, they are also aware that students are sitting in front of computers for an awful lot of the time, which is why the department has been asking them to get in the kitchen and learn some key day-to-day skills. In terms of assessment and feedback, it's automatic, with instant feedback to the students to help them develop and learn!



GIMKIT.

Mr Perkins has been supplementing learning in MFL by using Gimkit as a way of livening up the curriculum during the recent school closure: "Gimkit's been a really useful way of *engaging students remotely* (some teachers have even got involved too!). [Gimkit](#) is a live *flashcard-based game* where students are given a question (or in this case a word in French/German/Spanish) and 4 possible

answers. For every correct answer, *students earn "dollars"*. They can use their "dollars" to buy boosts (such as earning more "dollars" for each correct answer). The *winner is the person with the most "dollars" at the end of the allocated time*. Students get instant feedback and the game is designed to develop understanding.

Music:

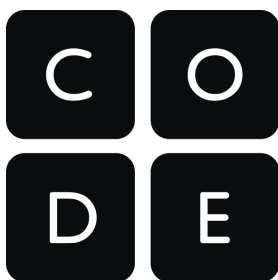
The Music Department has been exploring a variety of resources to engage students remotely. For curriculum-based work, they have set up Google quizzes and listening comparisons for students to comment on, which receive online teacher feedback, either individually or as a class. For KS3 and KS4 they have also used BBC Bitesize for student learning with follow-up student quizzes. As preparation for KS4 and KS5 practical coursework, composing tasks have been set up for students to access using their own choice of free software; almost all work is being submitted via Google and this enables clear monitoring for us and a central record for students to track their progress.



Obviously a significant part of music's work involves performing so, to try and maintain an extra-curricular music presence, they created an awards posters website and shared this through invitation to those students who had made significant contributions to music during the Spring Term (at Bronze, Silver and Gold levels). An amazing feat is the online [Parmiter's School Virtual Orchestra](#) to which all students are all invited to contribute; last week a total of 37 Parmiterians (including 4 staff) all sent in their recordings and Dr Tyack put it all together to give this fabulous performance of Dr Who. Click [here](#) to listen.

COMPUTER SCIENCE:

As you would hope, Computer Science has embraced home learning! At KS3, due to the lack of software access at home, all students have been enrolled in the code.org online platform which is closely linked to the national curriculum. This is an amazing platform with videos, tasks, instant feedback and support, which teachers can closely monitor. Moving forward, the platform starts to differentiate based on the different year groups once they all complete the foundation course. At KS4, lessons continue as normal; each week as a YouTube video is released to the classes via Google Classroom by the infamous CraignDave. Students are then set a task sheet and this is followed up with an end of lesson test. Teachers are then writing personalised, detailed feedback and returning tests scores to the students to enable them to improve and develop.



MATHS: Since lock down began Maths have built 3 Google Classrooms for Year 11 and 13 which have been populated with a wealth of revision materials, practice examination papers, as well as a series of 'getting ready for A Level' worksheets to make a student friendly one-stop revision zone.

One thing that is impossible to replicate without normal student-teacher interactions is the level and variety of enrichment which occurs *naturally* during a *face to face* lesson. With this in mind, they have also set up 2 further Google classrooms specifically to offer opportunities for mathematical enrichment. These include quizzes, puzzles, investigations and links to recommended websites. Some of the built-in features of Google Classrooms have really enabled these resources to grow over time with additional challenges added daily (yes, really). In the hope students will check-in regularly throughout the week, a new problem is added at 8am each day. The department is now using Google Classroom in some instances to submit work as this way teachers can start to give feedback.



STUDENTS HOME LEARNING SHOWCASE- THE GALLERY



Perito Moreno Glacier

The Perito Moreno Glacier is a glacier located in Los Glaciares National Park in Argentina. It's the largest of the 48 glaciers on Patagonia's Southern Ice Field.

It covers 100 square miles, it is 3 miles wide and goes 78 meters above the lake Argentino. Also, its deepest point is approx. 700m.

This glacier began to form in the Ice Age and scientists predict it is around 18,000 years old.

It has the third largest fresh water reserve in the world.

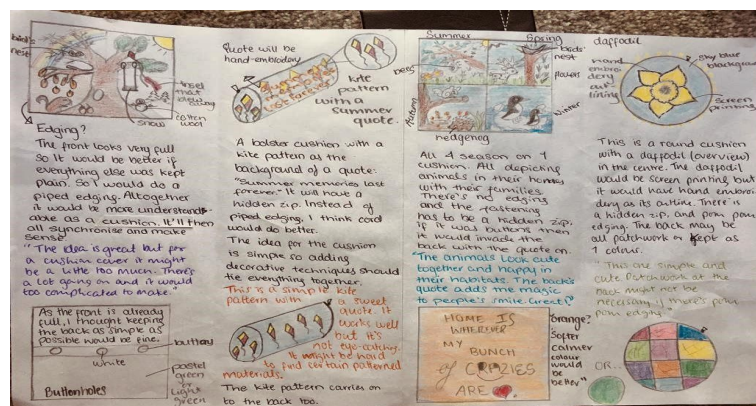
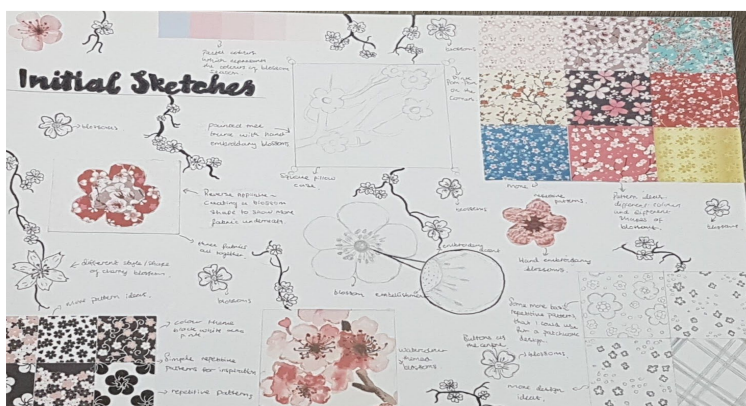
Its average temperature around it is 11 degrees Celsius.

Its average rainfall is 500mm.

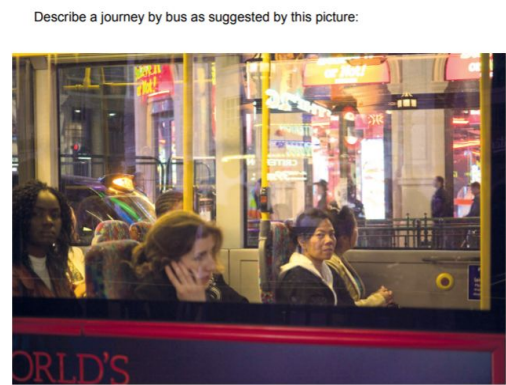


Iguazu Falls: Brazil

- Iguazu falls is in South America located in between Brazil and Argentina. It is mostly located in Argentina with 2/3 of it over there.
- Out of all the falls in the world, Iguazu Falls has the most average annual flow and is twice as large and wide as Niagara Falls.
- There is a legend that explains how the falls were created. A god was to marry Naipi, a woman. This woman canoed away with her lover, angering the god. The god was enraged and sliced the river.
- Actually, it was formed by a volcanic eruption. This eruption left a large crack.
- The falls are 1.7 miles long. The falls range from 197 to 269 feet high. The average height of most of the falls is 210 feet.
- It is 82m high and 2700m wide.
- Last year, the average rainfall in millimeters was 144.575.
- Last year, the average weather in Iguazu Falls was around 21.785 degrees Celsius.



YEAR 11 CREATIVE WRITING: I gazed at my translucent reflection on the smudged glass, distorted by the grime and dirt that lived on every bus window, as I waited patiently for the journey to start. The once-cushioned seat had hardened with age, making it the height of discomfort and displaying the true age of the bus, despite the shiny red paint that looked like fresh blood on the outside. I felt the tell-tale vibration of the engine as the bus jolted and started to move.



Despite the blanket of dark and the chill of the night, tourists wrapped in coats and scarves and layers milled around, taking photos of the red buses that were a staple of London; the London eye and Big Ben lit up in pink and gold; the black, ominous waters of the Thames below the uneven slabs of concrete that made up London Bridge. Neon signs glared at me so bright I could feel my irises contracting in desperation. Although it was late, through the frosted glass of cafés and restaurants I could see couples and families seated around both rickety, metal, fold-out tables and polished mahogany and oak tables, the classic class divide evident even now.

The bus itself was loud and chatter filled my ears; the putrid, pungent stench of alcohol and vomit mixed with the mild scent of burning rubber tires made me feel nauseous. I looked sideways and saw a woman on her phone, a look of combined sadness and frustration etched deep into her face as if she had lived with that expression for a while.

We pulled on to a bustling high street filled with designer stores like Chanel, Hollister and Jack Wills. Each person either had a wistful, dreamy look on their face like a child looking at the next in-trend toy, or they had an air of privilege and their clothes betrayed their wealth and ability to afford the £60 tops that were in the windows. I thought how it must be to be able to spend a month's worth of rent on a top that would eventually be out of style and stuffed in the back of a closet.

Cars zipped past, the speed of each revealing a story. Those testing the speed limit spoke of hurry, those going slow spoke of leisure or procrastination; it was amusing to think about.

We pulled into a stop, the abrupt end of the engine almost catapulting me into the seat in front. As people exited and entered the bus, it moved like a spring: side to side, up and down. As we pulled out I saw, as I always did, the homeless sleeping in front of abandoned buildings if they were lucky or out on the street, unsheltered from the unforgiving hail beginning to fall, each drop as large as a golf ball, battering the bus, so heavy you'd think it was damaging it. Outside people started hurrying to cars, teenagers getting angrier and children wailing from the temperature which felt like absolute zero. The speed of the bus began to lower as it tried to avoid skidding. The hum of the heater entered the cacophony of a raucous sound like that guest you wait for in a party before it starts.

I stared once more out the window, observing the dramatic contrast between silent London and bustling London, as if colour had leached out of it, leaving it monochrome and empty of life and vitality. The late hour led to each sign on the outside of cinemas advertising their newest movie to those outside cafés switching off one by one, abruptly, unexpectedly to those not home to London, the brightness of the city ending with the pull of a plug. The unflattering fluorescent lights in the bus cast harsh shadows on people, the yellow of the poles reflecting it like water reflecting an image. The few people left on the streets floated in the darkness, only visible as silhouettes, faces masked, dissolving into the shadows and dust on the pavement, the odd stagger indicating drunkenness or fatigue from a long day and night. We passed blocks of flats darkened like abandoned warehouses, houses devoid of light and presence like a black hole. Houses look different in the dead of night, once beckoning and welcoming now look sepulchral and sinister, menacing and morbid, no longer seeming like home, warm and comfortable, but a place of danger.

The bus started to jerk and lurch like a baby starting to walk, or when a rug is pulled out from under your feet, as we hit potholes that littered the roads. I reminisced about the times when I was younger and loved to sit in the front and pretend to drive, the memory almost lulling me to sleep. I shook the lethargy off and focused once more outside. Street Lights lit up the sides of the road, throwing shadows recklessly, their orange glow dim in comparison to those we had just seen. As we pulled into each stop, the bus emptied, going faster when not weighed down by the volume of people previously on here, the floor surprisingly visible, the lino peppered with mud and dirt, scuff marks evident from the lack of cleaning.

Soon I was the only one left. I fixed my gaze on the outside, determined not to miss my stop. Every so often, the strong gusts of wind that blew noisily, like an unwanted guest, disrupting the silence of the few hours of darkness, flicked a porch light on, as if out of a clichéd '70s horror film where the ghost plays with the lights at a futile attempt to haunt. The bus lights flickered on and off in the same manner every now and then as if mirroring the action. When we turned into my street, I pressed the STOP button and disembarked from my journey. I trudged up the driveway to my house that looked like those houses I had seen, devoid of light and presence, empty and unforgiving like it had been for the last three years.