

Remote Learning Support Guide for Parents and Carers



January 2021



KINDNESS



AMBITION



INTEGRITY



RESILIENCE



RESPECT

Dear Parent/Carer,

The purpose of this guide is to provide you with information and advice on supporting your child with remote learning which I hope you will find helpful. It is divided into 3 sections:

1. National advice in relation to remote learning and how this is put into practice at Hillhead High School
2. Supporting your child structure their day
3. Subject-specific advice and expectations

As always, the wellbeing of pupils and families remains our top priority for the staff team. We know the challenges of remote learning for parents and carers and many of our staff are also juggling working from home delivering lessons while also supporting their own children. There will not be one model that suits the needs and circumstances of almost 1100 pupils and their families but we hope the advice below provides a reasonable balance between flexibility and structure while also respecting that you know your child best. We continue to listen to feedback from pupils and parents/carers as well as discuss and review as a staff team in order to do our very best for every learner. At the end of this document you will find contact details for the senior leadership team, the Pupil Support Team and Principal Teachers/Faculty Heads of each subject area. Please do get in touch if you have any questions.

Karen McAlaney

Head Teacher



Remote Learning – National Advice

Our school approach to remote learning has been developed in line with national guidance such as Education Scotland’s Remote Learning Guidance document that was published earlier this month [COVID-19 Education Recovery Group \(CERG\)](#). This document sets out a shared understanding of expectations of what remote learning means for schools across Scotland which can be summarised as follows:

Remote learning involves a combination of ‘live’ interactions between teacher and learners, and also learning which takes place away from the direct presence of the class teacher. Effective remote learning should allow a degree of flexibility for learners in where and when they learn as well as allow learners opportunities to develop and improve their skills in working independently. Learners should not engage in online learning for the entirety of the school day.

Learning may include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried out away from a digital device. It is expected that learning will include provision of opportunities to consolidate, extend and enhance learning to take account of and meet the needs of learners and their families. This may be accommodated by providing access to pre-recorded lessons, presentations, lesson notes, diagrams or links to useful websites.

Remote Learning - Hillhead High School

As far as possible we are encouraging pupils to broadly stick to their current timetable. This not only keeps them in a good routine but also means that there is a clear divide between school time and leisure time for pupils, staff and families. All pupils should begin the day by logging on to their year group Teams pages and “liking” the message(s) put there by their Depute Head Teacher – this could be an important update, a quick quiz, a tip for the day or a motivational quote. Essentially this is a replacement for registration and allows a check-in for each year group.

Depute Head Teachers will also run virtual assemblies every Friday period 5 to replace the weekly assemblies that would happen in a typical school year and pupils are asked to log in (with cameras and microphones off) for the presentations. These assemblies cover a range of topics such as: managing your time and organising your day, wellbeing, SQA updates, information on options choices. Pupils are also able to ask questions via the chat box. Of course, as always pupils can get in touch with their Pastoral Care Teacher and/or Depute Head Teacher at any time throughout the school week if they have any questions or concerns.

School Day

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
8.50-9.00am	Pupils should log on to their iPads and check their year groups Teams pages				
9.00am-10.00am	Period 1	Period 1	Period 1	Period 1	Period 1
10.00am-11.00am	Period 2	Period 2	Period 2	Period 2	Period 2
11.00am-11.20am	Interval - pupils are encouraged to take a break from screens and get some fresh air				
11.20am-12.10pm	Period 3	Period 3	Period 3	Period 3	Period 3
12.10pm-1.10pm	Period 4	Period 4	Period 4	Period 4	Period 4
1.10pm-1.55pm	Lunchtime				
1.55pm-2.55pm	Period 5	Period 5	Period 5	Period 5	Virtual Assemblies 2.00pm-2.30pm
2.55pm-3.55pm	Period 6	Period 6			

The timetable above is the one that is running this session when pupils are in school and would be a good template for planning remote learning. Where lessons are “live” these will take place as per your child’s current timetable so as to prevent clashes with subjects, however, as outlined in the advice above there will also be times work will be set for pupils to work through themselves and/or tasks to complete. While there is a degree of flexibility in terms of how pupils structure this work, we would advise that given the amount of time pupils are spending in front of a screen that they take breaks and get some fresh air during the day. Personal and Social Education (PSE) material will be added to Teams pages by Pastoral Care staff for pupils to access at a time of their choosing that week rather than having to do so at the timetabled slot. Depute Head Teachers may also have virtual office hours during these slots so pupils can have one-to-one discussions via Teams if they wish – your child’s Depute Head Teacher will share information on the Teams pages.

General Advice on Supporting Your Child with Remote Learning

The following 'top tips' have been shared with pupils in a shortened poster format to help them to navigate the challenges and opportunities that remote learning presents.



#1. Create your space

Set aside a place at home for learning - sit up at a table or desk if possible.

A young person's learning space for occasional homework might not be as effective for extended periods of work. If you can, set up a physical location that's dedicated to school-focused activities. This space could be quiet and completely free from distractions if your child likes silence, or you could try at the kitchen table near siblings/family members if they learn better with a little background noise. Try out some options and see what works best for all the family. Ask your child to switch off their phones and social media while they are concentrating on school work. Sitting up at a hard surface such as a table or desk promotes better learning than sitting on a couch/lying in bed. Encourage your child to personalise their space with motivating decorations/artwork. If possible, the space you and your child choose should only be used for learning, if this is not possible (if your child is using the kitchen table for example) try to clear away everything else when it is time to learn to clearly mark the differences between home and school life.



#2. Get Organised

Use your timetable as a guide. Set daily or weekly goals and plan how to achieve these. Write lists or use a calendar for assignments.

It is important for pupils to develop good habits as early as possible. Help your child to get up, dressed and ready to learn at a reasonable time. We advise pupils follow their usual timetable as a guide to help them structure their day, to allow them to attend 'live' lessons, and so that they spend a proportionate amount of time on each subject. However, we know that pupils and families need flexibility, so create an adaptable routine and talk about how it's working with your child. Where possible talk to your child about goals for their day or week and check in with them where you can, particularly in the mornings and evenings. This can act as a grounding technique which supports pupils to process instructions from teachers and encourages self-management and reflection. Keep to normal bedtime routines, including normal rules for digital devices.



#3. Know your tools

If you aren't that comfortable with your iPad start practising now. Use all the help materials produced by the school.

Pupils have been working with their iPads for some months now but we know that parents and carers can be less confident in supporting their child. We have a school YouTube channel with a wide variety of help videos organised into themes. Ask your child to show you their Teams pages and the assignments that their teachers are posting. This could open up a really great discussion around learning and how they feel they are coping with their studies so far. Even the most tech-savvy pupil can have difficulties from time to time - foster resilience with difficulties that may arise and encourage your child to seek support from the school themselves instead of giving up for the day. If your child has an additional learning need/difference encourage them to explore the accessibility features of their iPad. The SfL department have a booklet to support with this.



#4. Be kind to your self

Take breaks during the day, do something you enjoy once you have achieved your daily goals, keep active, try some relaxation exercises.

Living, working and learning at home means we all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. If you can, plan and encourage hands-on activities that keep hands busy, feet moving, and minds engaged such as walking, cycling, cooking, dancing or doing a puzzle. Doing activities like this also provides opportunities for conversations with young people as the focus is not directly on them. Use this time to talk to your child about how they are feeling and promote open dialogue about mental health.



#5. Stay in touch

Ask for help if you need it - email your class teacher, pastoral care teacher, or me. Talk to your parents/carers and keep in contact with friends.

Feeling connected to the school community is important to learning and helps pupils to engage with lessons. Encourage your child to be active in their learning – this could be participating via audio or the chat box during live lessons or assemblies, or it could mean sending an email to their class teacher or Pastoral Care teacher, to ask for a little extra help. Remember your child's Pastoral Care teacher is always there to support and knows your child well. We know that pupils are missing their friends and the social interactions that school provides – helping your child to safely connect with others online is important. Talk to them about being respectful to others so that they can maintain healthy relationships and have positive interactions.

Subject Specific Advice and Expectations

To support pupils and parents/carers with planning remote learning each subject leader has created an outline of how work will be issued for each year group. The amount of work set for each subject/year group corresponds to the number of periods each subject is allocated on the timetable each week – e.g. 1 period = 1 hour. However, as you would expect this is merely an outline, as departments and class teachers retain responsibility for planning and organising children’s and young people’s learning and will use a range of different techniques to do so depending on whether they are introducing new learning, supporting pupils to consolidate learning or checking for understanding. Subject Leaders (who are called Principal Teachers or Faculty Heads) meet with their department/faculty on a regular basis to review pupil engagement and progress with learning. All subject leaders also meet as a group once a week with all of the senior leadership team to discuss remote learning and teaching at a whole school level and to look at national and local guidance as well as feedback from pupils, parents and staff.

Please note also the phrase “live lessons” can mean different things including (but not limited to): the teacher presenting for some/most of the lesson via a Teams meeting; the teacher answering questions from pupils via a Teams meeting or Teams chat; pupils taking part in a discussion; the teacher introducing a new topic; the teacher being available on Teams for any questions. In the information below please read “live” as synchronous teaching which means it takes place during the timetabled lesson. There may be more “live” lessons than outlined below but this advice should give you an understanding of approaches across a department.



Year Group	No of periods a week	When is work posted for pupils?	What is the structure?	Other information
S1	4	On the whole, work is posted at the start of the week and introduced via 'live lessons' (either through chat function or as a video check in.) Deadlines for tasks vary depending on the nature of the task. Tasks are also set as narrated PowerPoints and videos.	2 live lessons per week	Staff also share materials via emails to classes and via Twitter
S2	4	On the whole, work is posted at the start of the week and introduced via 'live lessons' (either through chat function or as a video check in.) Deadlines for tasks vary depending on the nature of the task. Tasks are also set as narrated PowerPoints and videos.	2 live lessons per week	Staff also share materials via emails to classes and via Twitter
S3	4	On the whole, work is posted at the start of the week and introduced via 'live lessons' (either through chat function or as a video check in.) Deadlines for tasks vary depending on the nature of the task. Tasks are also set as narrated PowerPoints and videos.	2 live lessons per week	Staff also share materials via emails to classes and via Twitter
S4	4	On the whole, work is posted at the start of the week and introduced via 'live lessons' (either through chat function or as a video check in.) Deadlines for tasks vary depending on the nature of the task. Tasks are also set as narrated PowerPoints and videos.	2 live lessons per week	Staff also share materials via emails to classes and via Twitter
S5	5	On the whole, work is posted at the start of the week and introduced via 'live lessons' (either through chat function or as a video check in.) Deadlines for tasks vary depending on the nature of the task. Tasks are also set as narrated PowerPoints and videos.	At least 2 per week	Staff also share materials via emails to classes and via Twitter
S6	5	On the whole, work is posted at the start of the week and introduced via 'live lessons' (either through chat function or as a video check in.) Deadlines for tasks vary depending on the nature of the task. Tasks are also set as narrated PowerPoints and videos.	At least 2 per week	Staff also share materials via emails to classes and via Twitter

Expressive Arts

ART & DESIGN



Year Group	No of periods a week	When is work posted	What is the structure?
S1-S2	1 PERIOD	Work is posted on a Sunday. Pupils then have a week to complete the work. The window closes the following Sunday evening. This allows the pupils freedom to complete the task in their own time. Competitions have also been posted that pupils can enter.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S3	2 PERIODS	Work is posted on a Sunday. Pupils then have a week to complete the work. The window closes the following Sunday evening. This allows the pupils freedom to complete the task in their own time. Competitions have also been posted that pupils can enter.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S4	3 PERIODS	Assignments are posted weekly. Pupils are working on both 3D and 2D work for their design folios. Pupils also have the opportunity to work on their expressive work as well. This additional work can be sent to their teacher via email. Competitions have also been posted that pupils can enter.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S5	4 PERIODS	Pupils are finishing off any Expressive work that they were working on before Christmas. This should be emailed to staff. The design folio is being restarted. This has been broken down into small simple assignments. These assignments are posted weekly to pupils. Competitions have also been posted that pupils can enter.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S6	5 PERIODS	Pupils are finishing off any Expressive work that they were working on before Christmas. This should be emailed to staff. The design folio is being restarted. This has been broken down into small simple assignments. These assignments are posted weekly to pupils. Competitions have also been posted that pupils can enter.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.



HIGHER PHOTOGRAPHY & WIDER ACHIEVEMENT – NPA CREATIVE INDUSTRIES & NPA PHOTOGRAPHY

Year Group	No of periods a week	When is work posted?	What is the structure?
S4 PHOTOGRAPHY	3 PERIODS	Assignments will be posted weekly. Pupils will have a week to complete each of the assignments. Pupils will complete this work and upload it to their OneNote area.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S4 CREATIVE INDUSTRIES	3 PERIODS	Assignments will be posted weekly. Pupils will have a week to complete each of the assignments. Pupils will complete this work and upload it to their OneNote area or email it to their teacher	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S6	5 PERIODS	Assignments will be posted weekly. Pupils will have a week to complete each of the assignments. Pupils will complete this work and upload it to their OneNote area. Shoots might take place and sometimes pupils will be assigned sections from a Photography paper.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.

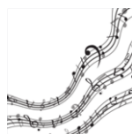
DRAMA



Year Group	No of periods a week	When is work posted?	What is the structure?
S1-2	1 PERIOD	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.

S3	2 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils may be asked to watch video links or produce written monologue pieces.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S4	3 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils may be asked to watch video links or produce written monologue pieces. Other tasks may include learning lines or developing production area work.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S5	4 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open during the school week for pupils to complete. Pupils may be asked to watch video links. Other tasks may include learning lines, developing production area work or developing their knowledge for the written paper. Sometimes multiple small mini assignments are set during the week to break the tasks down.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S6	5 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open during the school week for pupils to complete. Pupils may be asked to watch video links. Other tasks may include learning lines, developing production area work or developing their knowledge for the written paper. Sometimes multiple small mini assignments are set during the week to break the tasks down.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.

MUSIC



Year Group	No of periods a week	When is work posted?	What is the structure?
S1-2	1 PERIOD	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils should also practice with their instrument each week if they have one at home.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.

S3	2 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils should also practice with their instrument each week if they have one at home.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S4	3 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils should also practice with their instrument each week if they have one at home. Pupils may also undertake live listening assignments with their teacher online. Pupils should also send their teacher video recordings of them working at home.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S5	4 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils should also practice with their instrument each week if they have one at home. Pupils may also undertake live listening assignments with their teacher online. Pupils should also send their teacher video recordings of them working at home.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
S6	5 PERIODS	Pupils are set tasks weekly at the start of the teacher's week. These tasks stay open for a week for pupils to complete. Pupils should also practice with their instrument each week if they have one at home. Pupils may also undertake live listening assignments with their teacher online. Pupils should also send their teacher video recordings of them working at home.	Staff are in contact with pupils in various different ways. Live drop-in sessions are happening, and staff are available for chat during pupil periods. Pupils can always get in contact with staff via the post section and via email. Staff are also starting to drop audio files to pupils to explain work.
MUSIC INSTRUCTOR LESSONS	1 30 MINUTE SLOT	Pupils still have their slot with their Instructor. All information is emailed to pupils or included in their Teams pages. If there is any problems please email Mr Reid.	Log on to assigned timeslot in your Teams calendar.



Year Group	No of periods a week	When is work posted?	What is the structure?	Other Information
S1 Social Subjects	3	Work for all classes will be posted at the start of the week. Pupils therefore have an option to complete the work either during their timetabled periods or when it is more suitable for them. They will be given two activities each week to complete.	Pupils will have one weekly check in with their teachers, either live call or online support chat during their timetabled class time. They can complete their two tasks during the other two periods that week.	All work should be handed in using the assignment function on their teams app. Teachers will provide feedback after the due date has passed. Pupils will be rotating onto their new subject from 1 st Feb
S2 Social Subjects	3	Work for all classes will be posted at the start of the week. Pupils therefore have an option to complete the work either during their timetabled periods or when it is more suitable for them. They will be given two activities each week to complete.	Pupils will have one weekly check in with their teachers, either live call or online support chat during their timetabled class time. They can choose to complete their two tasks during the other two periods that week.	All work should be handed in using the assignment function on their teams app. Teachers will provide feedback after the due date has passed. Pupils will be rotating onto their new subject from 1 st Feb
S1 – S3 RMPS	1	Work for all classes will be posted at the start of the week. Pupils therefore have an option to complete the work either during their timetabled periods or when it is more suitable for them. They will be given one activity each week to complete.	Monday work will be posted. There will be a drop-in session each week with the teacher and work will be due for completion on the Friday afternoon.	All work should be handed in using the assignment function on their teams app. Teachers will provide feedback after the due date has passed.
S3 Social Subjects and Philosophy	2	Work for all classes will be posted at the start of the week. Pupils therefore have an option to complete the work either during their timetabled periods or when it is more suitable for them. They will be given two activities each week to complete.	Pupils will have one weekly check in with their teachers, either live call or online support chat during their timetabled class time. They can choose to complete their two tasks during the other two periods that week.	All work should be handed in using the assignment function on their teams app. Teachers will provide feedback after the due date has passed.

S4 Social Subjects	3	<p>Work for all classes will be posted at the start of the week. Pupils therefore have an option to complete the work either during their timetabled periods or when it is more suitable for them. They will be given two activities each week to complete.</p>	<p>Pupils will get one live check in with their teachers each week. This can be a live lesson or a check in catch up.</p>	<p>All work should be returned on the assignment function on the teams app. Pupils should aim to finish their work for the deadline however all work will remain open for those who need to catch up. Feedback from the teacher will be given after the due date.</p>
S5 Social Subjects	4	<p>Work for all classes will be posted at the start of the week. Pupils therefore have an option to complete the work either during their timetabled periods or when it is more suitable for them. They will be given one big or two smaller activities each week to complete. Extension work will also be available for all pupils looking to further their studies in the subject.</p>	<p>Pupils will all get one live lesson each week that will deliver important content for the set activities. The teachers will also be available during all timetabled lessons for live chat support and guidance.</p>	<p>All pupils in S5 will need to continue to work hard and ensure a quality return of work and high expectation of standards. Pupils should return all work on their assignment function on the teams app. If they are unable to meet the deadlines they should get in touch with their class teacher via emails or on teams. Assignments will remain open for all pupils should they need time to complete the task.</p>
S6 Advanced Higher History	5	<p>For the Course content work will be posted at the start of the week and due to be completed by Friday of the same week. Pupils will receive reading, studies and activities to complete from their core texts and wider reading materials.</p> <p>For the dissertation pupils have all been given a timeline of completions date to meet. These are not negotiable.</p>	<p>Pupils will receive one live lecture each week from Mr Elder (Hillhead) and one live Lecture from Mr Thomson (Hyndland) They will also be required to be available for questions during their usual timetabled classes.</p>	<p>Pupils will have to balance their course content commitments (exam) with their dissertation commitments. This is one of the important skills they need to master in preparation for their future learning beyond school.</p>

Mathematics



Year Group	No of periods a week	When is work posted?	What is the structure?	Other information
S1	4	<p>Work posted by Mr Carson on main S1 Mathematics Team on Mondays and Wednesdays.</p> <p>Answers posted on individual class Teams on Tuesdays and Thursdays.</p> <p>All students begin by attempting Section B. If Section B is too difficult then do Section A. If Section B is too simple then do Section C.</p> <p>Quiz posted on Fridays - this is to self-evaluate learning and get teacher feedback.</p>	<p>Two lessons (first and third of week) for working on tasks with teacher supporting on Teams feed or by video link. Also note and/or video provided.</p> <p>Two lessons (second and fourth) to check answers with teacher supporting on Teams feed or by video link.</p> <p>Short feedback quiz on Fridays (around 15 minutes)</p> <p>Support offered by teachers on individual class Teams when classes are scheduled to attend.</p>	<p><u>All pupils</u></p> <p>For more practice and videos, go to Corbett Maths. For Extension Materials, ask your teacher for Problem Books.</p>
S2	4	<p>Work posted on individual class Teams on Mondays and Wednesdays.</p> <p>Answers posted on individual class Teams on Tuesdays and Thursdays.</p> <p>Quiz posted on Fridays - this is to self-evaluate learning and get teacher feedback.</p>	<p>Two lessons (first and third of week) for working on tasks with teacher supporting on Teams feed or by video link. Also note and/or video provided.</p> <p>Two lessons (second and fourth) to check answers with teacher supporting on Teams feed or by video link.</p> <p>Short feedback quiz on Fridays (around 15 minutes)</p> <p>Support offered by teachers on individual class Teams when classes are scheduled to attend.</p>	<p><u>Senior Phase</u></p> <p>For N5, Higher, AH papers by topic, use: Dynamic Maths http://www.dynamicmaths.co.uk</p> <p>For videos: https://www.youtube.com/user/DLBmaths</p>
S3				
S4				
S5				
S6	5	<p>Work posted on individual class Teams on Mondays and Wednesdays.</p> <p>Answers posted on individual class Teams on Tuesdays and Thursdays.</p> <p>Quiz posted on Fridays - this is to self-evaluate learning and get teacher feedback.</p>	<p>Two lessons (first and third of week) for working on tasks with teacher supporting on Teams feed or by video link. Also note and/or video provided.</p> <p>Two lessons (second and fourth) to check answers with teacher supporting on Teams feed or by video link.</p> <p>Short feedback quiz on Fridays (around 15 minutes)</p> <p>Support offered by teachers on individual class Teams when classes are scheduled to attend.</p>	



Year Group	No of periods a week	When is work posted?	What is the structure?
S1	2	<p>Monday / Tuesday depending on pupil timetable.</p> <p>Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils.</p> <p>Live lessons used to recap previous learning, introduce new work and explain work for the other period.</p> <p>Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback</p>	<p>Teachers available online for live lessons or ‘drop in’ sessions – see individual class Team pages</p>
S2	2	<p>Monday / Tuesday depending on pupil timetable.</p> <p>Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils.</p> <p>Live lessons used to recap previous learning, introduce new work and explain work for the other period.</p> <p>Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback</p>	<p>Teachers available online for live lessons or ‘drop in’ sessions – see individual class Team pages</p>
S3	2	<p>Monday / Tuesday depending on pupil timetable.</p> <p>Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils.</p> <p>Live lessons used to recap previous learning, introduce new work and explain work for the other period.</p> <p>Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback</p>	<p>Teachers available online for live lessons or ‘drop in’ sessions – see individual class Team pages</p>
S4	3	<p>Monday / Tuesday depending on pupil timetable.</p> <p>Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils.</p> <p>Live lessons used to recap previous learning, introduce new work and explain work for the other period.</p>	<p>Teachers available online for live lessons or ‘drop in’ sessions – see individual class Team pages</p>

		Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback	
S5	4	Monday / Tuesday depending on pupil timetable. Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils. Live lessons used to recap previous learning, introduce new work and explain work for the other period. Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback	2 or 3 live lessons per week.
S6 Advanced Higher French	4	Monday / Tuesday depending on pupil timetable. Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils. Live lessons used to recap previous learning, introduce new work and explain work for the other period. Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback	4 live sessions per week
S6 N5/H Spanish	5	Tuesday to coincide with first live lesson. Reminders about following week’s live schedule posted in Teams on a Friday. Plans shared with pupils. Live lessons used to recap previous learning, introduce new work and explain work for the other period. Materials from live lesson uploaded to Teams after the lesson. Deadlines given – vary according to timetable but leave teachers least a day before next lesson to mark and feedback	4 live sessions per week
S6 AH Mandarin	Not timetabled	Information on expectations and support shared by Teacher	As required



Year Group	No of periods a week	When is work posted for the week?	What is the structure over the course of the week?
S1 Core PE	3	<i>Monday mornings for Thursday return</i>	2 physical based challenges and one literacy-based Microsoft Forms assignment. Teachers online to answer any questions and provide support during the normal timetabled periods.
S2 Core PE	3	<i>Tuesday mornings for Friday return</i>	2 physical based challenges and one literacy-based Microsoft Forms assignment. Teachers online to answer any questions and provide support during the normal timetabled periods.
S3 Core PE	2	<i>Wednesday mornings for Monday return</i>	2 physical based challenges and one literacy-based Microsoft Forms assignment. Teachers online to answer any questions and provide support during the normal timetabled periods.
S3 Elective PE	1	<i>Thursday mornings for Tuesday return</i>	Personal Development Plan work specific to muscular endurance. This combines practical work and follow up questions to be answered as a Microsoft Forms assignment. Teachers online to answer any questions and provide support during the normal timetabled periods
S4 Core PE	2	<i>In line with each pupil's timetable. E.g.</i> <i>Monday 1+2 - 4A1, 4A2, 4A3</i> <i>Tuesday 1+2 -4A4, 4A5, 4A6</i>	Pupils in S4 Core PE are currently working on the Well-Being Award . Teachers online to answer any questions and provide support during the normal timetabled periods.
S4 NQ PE	3	<i>In line with pupil's timetable:</i> <i>4D – Tuesday 3, Thursday 5 & Friday 4</i> <i>4F – Tuesday 6, Thursday 3 & Friday 1</i>	Pupils in S4 Higher PE are provided with 1 live lesson a week to introduce new content and a supporting PowerPoint. This is Personal Development Plan based work specific to muscular endurance and pupils submit work on Teams to the class Teacher by Friday. Teachers online to answer and provide support during the other two timetabled periods.

S5 NQ PE	4	<i>In line with each pupil's timetable:</i> 5C – Monday 1, Wednesday 4, Thursday 3 & Friday 1 5D – Tuesday 5+6 & Thursday 4+5 5E1 and 5E2 – Monday 2, Tuesday 3, Wednesday 5 & Friday 2	Pupils in S5 Higher PE are currently provided with either 1 or 2 live lessons a week . Pupils are working on the consolidation of questions and finishing any content that has yet to be covered. Teachers online to answer and provide support during other timetabled periods.
S5 Core PE	1	<i>In line with pupil's timetable:</i> 5A, 5B & 5C – Monday 4 5D, 5E, 5F & 5G – Wednesday 1	Pupils in S5 Core PE are currently working on completion of the Mental Health Award . Teachers online to answer and provide support during the other two timetabled periods.
S6 NQ PE	5	<i>In line with pupil's timetable:</i> 6C – Tuesday 4, Wednesday 2+3, Thursday 1 & Friday 3	Pupils in S6 Higher PE are currently provided with either 1 or 2 live lessons a week . Pupils are working on the consolidation of questions and finishing any content that has yet to be covered. Teachers online to answer and provide support during other timetabled periods.
S6 Core PE	1	<i>In line with pupil's timetable:</i> Monday 3 Friday 1	Pupils in S6 Core PE are currently working on completion of the Mental Health Award . Teachers online to answer and provide support during the other two timetabled periods.

Science



Year Group	No of periods a week	When is work posted?	What is the structure?	Other Information
S1	3	Work is posted on Monday morning for the week.	Learning materials uploaded through Teams assignments. The PowerPoint is split into three lessons. Pupils should work through a lesson each period. Work to be submitted is clearly identified and should be attached to the assignment by the end of the week (preferably during their final lesson of the week). Every lesson offers live check-ins through Teams posts.	Please check the Teams posts for important updates from teachers. Alternative video links are being provided for pupils with difficulty accessing Twig through Glow. Please check individual Teams for details of Live learning opportunities.
S2	3	Monday morning.	Learning materials uploaded with clear instructions through Teams assignments. Work to be submitted is clearly identified and should be attached to the assignment by the end of the week (preferably during their final lesson of the week). Every lesson offers live check-ins through Teams posts.	Please check individual Teams for details of Live learning opportunities.
S3	2	Monday morning.	Learning materials uploaded with clear instructions through Teams assignments. The work is split into two lessons. Pupils should work through a lesson each period. Work to be submitted is clearly identified and should be attached to the assignment by the end of the week (preferably during their final lesson of the week). Every lesson offers live check-ins through Teams posts.	Please check individual Teams for details of Live learning opportunities.
S4	3	Monday morning.	Learning materials uploaded with clear instructions through Teams assignments. The work is split into three lessons. Pupils should work through a lesson each period. Work to be submitted is clearly identified and should be attached to the assignment by the end of the week (preferably during their final lesson of the week). Every lesson offers live check-ins through Teams posts.	Please check individual Teams for details of Live learning opportunities. After school supported study offered by e-Sgoil in Chemistry (H) and Physics (N5 and H). Higher Biology podcasts are available to download.

S5/6	4	Monday morning	Learning materials uploaded with clear instructions through Teams assignments. The work is split into four lessons. Pupils should work through a lesson each period. Work to be submitted is clearly identified and should be attached to the assignment by the end of the week (preferably during their final lesson of the week). Every lesson offers live check-ins through Teams posts.	Please check individual Teams for details of Live learning opportunities. After school supported study offered by e-Sgoil in Chemistry (H and AH) and Physics (N5,H and AH). Higher Biology podcasts are available for download.
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Technologies Faculty



Year Group	No of periods a week	When is work posted?	What is the structure?	Other Information Current Topic
BGE				
S1 ICT and Technical	1	Work issued on a Monday due for a Friday Check in with teacher during allocated period	Work issued as an assignment PowerPoint with audio Live check in during allocated period Feedback provided within one week	Business Start Up Tenements Flats
S2 ICT and Technical	1	Work issued on a Monday due for a Friday Check in with teacher during allocated period	Work issued as an assignment PowerPoint with audio Live check in during allocated period Feedback provided within one week	Coding Bridge Building
S3 Admin S3 Business S3 Computing S3 Graphics S3 Woodwork	2	Work issued on a Monday due for a Friday Check in with teacher during allocated period	Work issued as an assignment PowerPoint with audio Live check in during allocated period Feedback provided within one week	Emerging Technologies Marketing Mix Web Development Sketchbook Dimensions and Costing Ikea Instructions – order of assembly

Senior Phase

<p>S4 Admin S4 Business S4 Computing S4 Graphics S4 Woodwork S4 Business and IT</p>	<p>3</p>	<p>Work issued on a Monday due for a Friday for some classes and other work is issued on the allocated period, subject dependant.</p> <p>Check in with teacher during allocated period</p>	<p>Work issued as an assignment Live Lessons PowerPoint with audio Live check in during allocated period Feedback provided within one week</p>	<p>Working Practices Growth Python Web Development Sketchbook Different types of materials External Factors</p>
<p>S5 Admin S5 Business S5 Computing S5 Graphics S5 Woodwork</p>	<p>4</p>	<p>Work issued on a Monday due for a Friday for some classes and other work is issued on the allocated period, subject dependant.</p> <p>Check in with teacher during allocated period</p>	<p>Work issued as an assignment Live Lessons PowerPoint with audio Live check in during allocated period Feedback provided within one week</p>	<p>Day in the Office Theory Revision Excel Finance or HR Theory Revision Sketchbook Desktop Publishing Log books and theory</p>
<p>S6 Business S6 Graphics S6 Woodwork S6 Business and IT</p>	<p>4</p>	<p>Work issued on a Monday due for a Friday for some classes and other work is issued on the allocated period, subject dependant.</p> <p>Check in with teacher during allocated period</p>	<p>Work issued as an assignment Live Lessons PowerPoint with audio Live check in during allocated period Feedback provided within one week</p>	<p>Finance Sketchbook Desktop Publishing Assignment Practice Marketing</p>

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