



Hawarden High School
Ysgol Uwchradd Penarlâg

Year 10 Distance Learning Plan

Week Commencing 11th May 2020

Dear Parents and Students

We have produced a weekly Distance Learning Plan for your year group. It aims to provide a **suggested** structure for next week and some details relating to the work that will have been sent from your teachers. We understand that in these difficult times structuring your time and completing work set by teachers can be tricky. Please remember, as far as we are concerned at HHS, your health and wellbeing is of the upmost importance. We are also aware that you are receiving work from lots of different teachers and this weekly learning plan aims to give students and parents an overview of what work will be set by teachers each week, the platform it will be sent to you via, rough time frames you could spend on the work, possible offline activities and other suggestions of useful resources that may help you to stay safe, healthy and intellectually challenged.

This will be updated weekly and published on the school website to provide an overview of the work that will be set and suggested resources for the following week.

'**Menu A**' details the school work that is available for you to complete and '**Menu B**' and '**Menu C**' are the other activities we suggest you become involved with. We have provided a timetable with each of these for you to select from.

Please remember that this is a **suggestion** and that we understand that some students are struggling to complete work set. You can be assured that you **will not** be falling behind your peers. The curriculum has been suspended therefore the work teachers are setting is not essential knowledge or skills required for future learning. It will just complement the work you do in the future.

If you have any queries then please email your subject teacher in the first instance. Remember that general enquiries can be emailed to hhmail@hawardenhigh.flintshire.sch.uk and technical queries to ictsupport@hawardenhigh.flintshire.sch.uk

Parent Support – Basic suggestions to reinforce if you can:

- Set a regular time for your child to get up as they would for normal school day
- Encourage your son/daughter to email the class teacher if they are having difficulty with the topic or are unable to access the resources.
- If possible, create a quiet space for your son/daughter to work away from distractions
- Please do not worry if you feel unable to support with some or all of the work set. There are plenty of people in the same position and the class teacher will be available via email to answer any queries.

Suggested Weekly Timetable

Monday, 11 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Changing the subject of a formula 10bi – Interpreting graphs 10f – Using language associated with probability
30 mins	English
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading – See Menu C
15 mins	Skills Challenge Certificate

Tuesday, 12 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	PE
30 mins	English
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see See Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading - See Menu C
15 mins	Welsh

Wednesday, 13 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Calculate speed 10bi – Continue calculating wages 10f – Identify odd and even numbers

Wednesday, 13 May 2020 continued....

Recommended Timing	Activity
30 mins	Welsh
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading - See Menu C
15 mins	Numeracy– See Menu B

Thursday, 14 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Calculate speed 10bi – Continue calculating wages 10f – Identify odd and even numbers
30 mins	English
30 mins	Skills Challenge
Mindful Midday	Wellbeing and Mindfulness – See Menu B
15 mins	Creative activity – See Menu B
15 mins	Option 2
15 mins	Option 3
15 mins	Personal Reading - See Menu C
15 mins	Option 1

Friday, 15 May 2020

Recommended Timing	Activity
Let's get going	Current affairs and General Knowledge – See Menu B
Wake up/Work out	Physical activity – See Menu B
30 mins	Mathematics 10h & ah – Simplifying algebraic fractions 10bh – Simplifying surds 10xi, yi, ai – Calculate speed 10bi – Continue calculating wages 10f – Identify odd and even numbers
30 mins	English
30 mins	Science
Mindful Midday	Wellbeing and Mindfulness – see Menu B
15 mins	Option 1
15 mins	Option 2
15 mins	Support activity– See Menu B
15 mins	Personal Reading—See Menu C
15 mins	Option 3

'Menu A' week commencing

11th May



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CORE CURRICULUM

Subject	Topic	Overview of work set	Suggested offline activity where possible.
English	Writing skills	A series of tasks on sentence structure and/ or homophones.	Tasks have been attached to the email in a separate document that can be printed or answers written out on paper. All necessary information is included in this document.
Maths – Higher – (Classes -)	10h and ah - Algebraic fractions 10bh - Surds	Pupils are being emailed links to videos demonstrating the skill of simplifying algebraic fractions and surds.	Tasks have been attached to the email in a separate document that can be printed or answers written out on paper.
Maths – Intermediate (Classes -)	10xi, yi & ai – Changing the subject of a formula and working with time as a decimal.	Pupils are being emailed links to videos demonstrating the skills required. Change the subject of a formula – only basic ones, none where the subject appears twice. Working with time as a decimal: 0.5 hours=30min Calculate speed	Tasks have been attached to the email in a separate document that can be printed or answers written out on paper.
Maths Foundation (classes -)	10bi – Graphs and wages 10f – Probability, odds and evens	10bi - Draw bar charts and interpret graphs Calculate wages i.e. hours worked and hourly rate. 10f - Understand and use the terms; 'likely', 'unlikely', 'even chance', 'impossible', 'certain' to describe the likelihood of events. Identify odd and even numbers.	Tasks have been attached to the email in a separate document that can be printed or answers written out on paper.
Biology	Sampling and Biodiversity	Virtual lesson with videos and other resources embedded. Includes questions to complete and email to usual class teacher. Emailed last week by Mr Dobson	Questions have been attached to the email in a separate document that can be printed or answers written out on paper. Use prior knowledge and any available resources (revision guide, bitesize on a phone etc)
Chemistry	Review of essential Y10 knowledge	Using resources on Y10 Chemistry SharePoint, complete the task emailed out by Miss R. Williams	The 'list' of knowledge can be printed and exercise books and revision guides can be used to complete the task.
Physics	Reviewing Year 10	Using the materials online in the GCSE Physics SharePoint complete the task that will be emailed out.	The task attached to the email can be printed out and the answers written on paper.
Skills Challenge Certificate			
Welsh	Present tense negative patterns	Students will receive an email from their teacher with a powerpoint attached on present tense negative patterns and how the sentences are correctly formed. Students will need to complete set tasks sent by their teachers.	A worksheet will also be attached for pupils to practice forming present tense sentences correctly through a variety of tasks.
PE	Week 6 - Fitness Programme	Pupils are to complete week 6 of their 8-week fitness plan, remembering to monitor and record their heart rate at specified times in the learning pack.	Pupils to complete their personalised circuit along with other planned activities as part of their 8-week programme.

'Menu A' week commencing

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OPTION SUBJECTS—OPTION 1

Subject	Topic	Overview of work set	Suggested offline activity where possible.
ICT	ICT	Worksheet completion - Work has been set for you by your individual class teacher, via the usual method (Google Classroom, Email or Shared Drive). Please refer to your class teacher's emails for specific task instructions.	
Geography		We will continue to revisit Tectonics from Yr 9 in preparation for covering it when we return. Mr MacDonald will send an email out with instructions. This week we will focus on earthquakes.	Find your Yr 9 book if you still have it and have a look at what we covered in terms of tectonics? How much can you remember? Make notes for all of the bits that you couldn't remember. If you have an atlas at home, does it have any maps of the tectonic plates or maps showing the location of hazards? If so, what is the connection?
Business Studies (GCSE)	Exam preparation and revision	Complete Section 2 using the textbook Miss Lacey provided. Try to answer all the 'end of section 2' questions.	Revise Sections 1 and 2 content using your class books.
Business	Key Performance Indicators in Businesses	Complete 'Blog 2' task using the Bren Project and the case study you were using before school closed. An email has been sent to you all with task details and both case studies attached.	
History	Revision for Crime & Punishment.	Create revision guides and send answers to exam questions set back to teachers. Use BBC Bitesize website to revise the themes and 'Masterclasses' ppts that have been emailed. These have all the exam technique needed. Use of PiXL App.	Use class books to complete revision and practice exam technique.
Religious Studies	Unit 2 Key Words and <u>optional</u> documentary	Students will receive an email with a list of key words to define and a link to an <u>optional</u> documentary that links to the Unit 2 material.	All work can be completed on paper or in exercise books.
Drama	Drama Portfolios	Students are to complete section 3 of their Drama Portfolio, with any supporting evidence based on the practical work completed at school. Students will be sent an email to support them in completing the work.	Submissions can be made via students' Drama exercise books.
College courses (TBC)			

'Menu A' week commencing

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OPTION SUBJECTS—OPTION 2

Subject	Topic	Overview of work set	Suggested offline activity where possible.
Art and Design	Personal Project.	This work will be emailed out to you by your teacher. You will need to create a title page/ decorate it. Create a detailed mind map with visual examples. This will lead on to the research element of the project.	This activity is to be completed in sketchbooks using visual examples/ photographs taken in school as a guide to assist with the layout of the pages. Use art packs to complete the work.
PE	Skeletal System	Watch 'Skeletal system – Video 1 and 2'. The link is provided through Office365 email. These videos recap functions of the skeleton, movement patterns and types of joints. Write up evaluation of each fitness sessions for PFP	Complete the task sheets 1 and 2 to accompany the videos. The task sheets can be completed using previous lessons, but the videos will support this work. Continue with home circuits for PFP coursework and evaluate each session.
Media	Analysing a text	Follow the emails sent by Mrs Lumby-Jones about how to research. Annotate a chosen text (film poster, tv website, printed advert etc.) that is similar (in genre and audience appeal) to the type of product you will want to design later in the course.	Analysis can be done by hand, if needed. Stick the media text in the centre of an A4/ A3 page and annotate around. Alternatively, make continuous bullet-point notes on paper.
Computer Science	Practice unit 3 NEA project	<p>Programming Tasks Only</p> <p>Students have been provided with worksheets to guide them through the development of a fully functioning program – piece of software – that provides all relevant functionality requested by their client.</p> <p>A brief has also been provided to give context regarding the client and the task (just as it would with the actual task)</p> <p>This is essential learning – programming skills – and practice for the actual controlled task (NEA) which, will be completed independently in lessons (controlled exam conditions)</p> <p>Video tutorials have – and will continue to be – been sent out to provide a visual idea of code and layout. These should also be used to aid skills development and learning.</p>	<p>The task can be completed on paper. Python is just a programming language, so the language can be hand written.</p> <p>This will offer much needed practice in the absence of a computer</p> <p>An alternative task – one that can also be printed – would be past unit 1 topic assessments. These have been covered up to a point, so would offer consolidation of the previous learning. This would be very beneficial in offering additional revision and learning, as unit 1 comprises 50% of the final GCSE grade.</p> <p>Non-ICT based resources are available upon request, simply contact Mr A Roberts on; Alan.roberts@hawardenhigh.flintshire.sch.uk</p>
Product design	Product Design sketchbook introduction.	What makes a good design? Research following designers: Bethan Grey and James Dyson. Further help and a detailed guide will be emailed.	Can be paper based and stuck into sketchbook, at a later date.
Engineering	Materials Investigation	Identify a range of materials used in multiple products and their possible impact on the environment. Further help and a detailed guide will be emailed.	Can be paper based and tables and charts drawn by hand.
Food and Nutrition	Vitamin B and C	Students will receive an email with specific instructions of what to do. Work includes a power point/ videos on the vitamins looking at functions/ sources/ deficiencies & effect of heat/ processing. Pupils to complete the tables in work booklet 2b. Practical activity - Make a dish high in vitamin C.	Completion of the practical activity on Vitamin C. Create your own mind map on the B Vitamins and Vitamin C.
Geography	Tectonic (theme 3)	Earthquake Hazards Makes notes from pages 124/125 of the textbook and complete the activity questions (green boxes). You will also have an email from Mr Smith containing video links	Work can be completed on paper/exercise book using page 56 of the revision guide (if you have one)
French	WJEC digital resources tasks	Mr Evans to send an email with further information on Monday	

'Menu A' week commencing

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OPTION SUBJECTS—OPTION 3

Subject	Topic	Overview of work set	Suggested offline activity where possible.
History	Revision for Crime & Punishment.	Create revision guides and send answers to exam questions set back to teachers. Use BBC Bitesize website to revise the themes and 'Masterclasses' ppts that have been emailed. These have all the exam technique needed. Use of PiXL App.	Use class books to complete revision and practice exam technique.
Public Services	TBC		
Engineering	Materials Investigation	Identify a range of materials used in multiple products and their possible impact on the environment. Further help and a detailed guide will be emailed.	Can be paper based and tables and charts drawn by hand.
PE	Skeletal System	Watch 'Skeletal system – Video 1 and 2'. The link is provided through Office365 email. These videos recap functions of the skeleton, movement patterns and types of joints.	Complete the task sheets 1 and 2 to accompany the videos. The task sheets can be completed using previous lessons, but the videos will support this work. Continue with home exercises to maintain fitness for testing to see if 8-week PFP was effective.
IT	Unit 3 ICT 'Animations'	Work has been set for you by your individual class teacher, via the usual method (Google Classroom, Email or Shared Drive). Please refer to your class teacher's emails for specific task instructions.	
Product Design	Product Design sketchbook. introduction	What makes a good design? Research following designers: Bethan Grey and James Dyson. Further help and a detailed guide will be emailed.	Can be paper based and stuck into sketchbook, at a later date.
Music	Area of Study 1: Musical Forms and Devices	Students will be emailed a YouTube link to watch and a worksheet based on The Nutcracker by Tchaikovsky.	Pupils can either download and complete the worksheet or write the answers on paper.
Spanish	Consolidation of preterite	See work In booklet sent via email by Miss Smith.	
Health and Social and Childcare	TBC		

'Menu B' week commencing

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Physical Activity (30 minutes)

It is recommended that we take part in 30 minutes of physical activity per day. Vary the types of activities that you take part in as much as possible.

Outdoor Activity

- Steps Challenge – How many steps can you complete in 30 minutes? Use a phone/Fitbit to count the steps if available. If not, there are around 2000 steps in a mile. Bronze = 1000-1500 steps Silver = 1500-2,500 Gold = 2,500+
- Outdoor fitness circuit – 6 stations using the equipment you have available safely! Fill a watering can and use it as a weight station....be creative!
- Estimation game – Walk a full lap of your garden, counting the steps it takes. Estimate how many steps you think you would take to complete 20 laps. Complete the exercise and see how many steps it actually took. How far off were you?
- Gardening! A great way to exercise muscles and develop endurance.

Indoor workouts

- Take part in Joe Wicks 'workout' – search Joe Wicks on YouTube
- Personal circuit (8-week session plan set by the PE department).
- Believe it or not – house chores! Brushing, mopping etc, all require the repetitive use of muscles which will increase the heart rate gently.
- On YouTube search for 'School appropriate Just Dance'. Lots of fun work out videos that you can complete alone or with other members of the family. Please see the link below as an example:

- https://www.youtube.com/watchv=hfY4y1fMkY&list=PL_ebO2e2pIEFkgE-p313uMwC7ru6InFDi

If you want to step up the intensity.....

Strong by Zumba (general fitness not dance) -

<https://www.youtube.com/watch?v=bm4WZyH5p2I>

Joe Wicks – High Intensity Interval Training (HIIT)

<https://www.youtube.com/watch?v=q20pLhdoEoY>

There are lots of fitness videos on YouTube based around dance, Zumba, yoga and general fitness....have a look at the huge amount of fitness classes available for free!

Keep a record of your physical activity – and make sure that you vary the types of activity over the course of the week.

Support (15 minutes)

Being a part of the community and displaying support for each other and acts of kindness are important during this challenging time.

Outdoor Activity

With the weather being so dry, water any plants and baskets and possibly even the lawn if this is something that your parents/ carers would ordinarily do.

Indoor Activity

How about assisting parents/ carers with an evening meal for the week? This could be anything from laying the table, clearing the table, washing up or preparing food right through to cooking the meal if you do GCSE Food or are a budding chef. We would suggest that smaller chores like setting and clearing the table are for the whole week!

Keep your own record of the jobs that you have been helping with and the new skills that you may have learnt along the way.

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Current Affairs and General Knowledge (15 minutes)

These are very unusual times we are living in and it is far too easy to listen to rumours and false news on social media and the internet.

By keeping informed and up to date with what is happening in the world it helps you not to worry about and be anxious about things.

Always use sources that are reliable and well respected and try to look at least 3 different sources so that you know information is reliable.

Activity

Be a news journalist.

Spend approximately 15 minutes each day.

Imagine you have been employed to be a writer for a new magazine for teenagers. The magazine will be published and sold in shops but also available electronically online.

You are responsible for a news summary page of what the most important, stand out news and events of the week.

Spend approx. 15 minutes each day making note of the main news stories and then combine these together to be published together on the news summary page.

You don't need lots of detail but much check the information is correct and you include the main key bullet-points/information.

Make sure to include some positive, happy and humorous stories as well.

If you can scan your work or have completed it electronically, please share copies with Mr Hughes at: geraint.hughes@hawardenhigh.flintshire.sch.uk

Wellbeing and Mindfulness (15 minutes)

In 'normal' times we have large numbers of interactions, meetings, chats and conversations with others throughout every day. This is so normal that we don't really notice it until it has gone.

It is really important to keep communicating with others to ensure we stay safe and well but also we should look out for others to keep them safe.

It is also important to look after your physical health with exercise and eating well.

Activity

When our bodies are stressed, we are designed and programmed to have systems within us to cope. However, when the stress is constant it can lead to anxiety and other issues forming as a reaction to the continual response from the body and we can start to feel sad, worried, panicky and eventually even depressed.

We need to help our bodies avoid getting to this stage and to help it rebalance itself if it already has.

An effective way to do this is to practice some Mindfulness which forces us to focus closely upon a certain thing which then allows the body to start to reboot in the background.

One of the first and easiest techniques to practice is called a Body Scan -

Find somewhere peaceful and relatively quiet where you are unlikely to be disturbed. If the weather is nice even go outside. Sit or lie somewhere safe and comfortable. Close your eyes and breathe steadily. Relax. Starting at your feet, focus on how they feel. Wiggle your toes and notice how they feel. If you don't have shoes on ask yourself what you can feel with your feet. Grass? Carpet? Warm? Cold? And so on. Now move to your ankles. Rotate and flex them gently. What do you feel?

Now slowly, stage by stage, work your way up your lower legs, your knees, your upper legs, your hips and pelvis, stomach, back, chest, fingers and so on to the top of your head. At each stage focus on how that body part is feeling at that moment.

When you have finished spend a minute or so focussed on your breathing and then open your eyes and slowly move or stand up.

This technique forces you to focus on a particular thing such as a body part which allows your sub conscious body to start to reset.

Do it at least once a day but more often if you want to and it is particularly good to help you get to sleep if that is a problem.

Let me know how you get on with a quick email to Mr Hughes at - geraint.hughes@hawardenhigh.flintshire.sch.uk

RELIABLE online NEWS SOURCES -

bbc.co.uk/newsround

bbc.com/news/topics/c40rjmqdlljt/children

newsforkids.net

bbc.com/news

itv.com/news

channel4.com/news

You can also read newspapers and listen to the radio.

Talk to your parents and other adults for their views and see what they think is going on.

The most important thing though is to keep yourself informed and have your own opinion and not let the world carry on around you. Be a driver and a pilot and not just a passenger!

Some useful resources worth checking out -

Mind.org.uk

Actionforchildren.org.uk

Mentalhealth.org.uk

Nurtureuk.org.uk

Nutrition.org.uk

NHS.uk

Kidshealth.org

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STEM (30 minutes)

Science, technology and maths working together are critical to our future needs as a nation. Working with members of your family on these ideas is a great opportunity to widen your experiences.

Project ideas as a family:

Quarry reclamation design challenge: A local quarry has now come to the end of its life. The local council are looking for bids to turn this blot on the landscape into an exciting renovation. The quarry is just on the outskirts of Chester and Flintshire. Map attached to print icon or draw your own. <http://www.designoutthebox.com/quarryreclamation.html>

Dyson foundation – STEM challenges that can be completed at home <https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html>

Paper based construction challenges <https://creativepark.canon/en/categories/CAT-ST01-0071/top.html>

A community of curious makers, innovators, teachers, and life-long learners who love to share what they make <https://www.instructables.com>

British Science Week – KS3 Activity Pack <https://www.britishtscienceweek.org/plan-your-activities/activity-packs/?gclid=EAAlQobCBig> Ideas -How can engineers help project the planet ? <https://www.big-ideas.org/join1851/>

Love my science – a series of different experiments you can undertake at home <http://www.lovemyscience.com/experiments.html>

Photograph any challenges and practical tasks you complete and email your science and your design technology teacher. Please keep an eye on our twitter accounts for updates and entries. (twitter@designoutthebox) and (twitter@hawardenscience)

Creative (30 minutes)

Looking at different artists, sculptures, graffiti, and other mediums of expression provides is with a different medium to express this time that we're living in. This could be work done with siblings / family members rather than individually.

Try creating your own short monologue with the help of <https://hobbylark.com/.../How-To-Create-A-Monologue-Easy-And-Simple>

Try looking at The National Theatre site, which has some interesting interviews with actors, designers, directors etc. about their work. It also often allows you to watch streaming of performances for free. www.nationaltheatre.org.uk

Have a look at <https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills-music/zrthqp3> where you can have fun identifying sounds and playing listening games on the theme of music.

Find out about different artists and their work at <https://www.theartstory.org/artists>

Using a mirror to help you, try creating a self-portrait that reflects how you are feeling. Try using different mediums eg. Pencil, paint, charcoal, collage etc. Use a brief caption for your work. Try doing the same at the end of the week and see whether the mood of your piece has changed.

Careers and the Future

You may be starting to look towards your future and what options are available to you over the next few years. Below are some resources and websites available to you, so you can start to explore your options after your GCSE's

Careers Wales have resources that help you research what your options are and ideas to help you choose

<https://careerswales.gov.wales/plan-your-career/options-at-16>

Chester University outreach team have developed resources designed to support pupils in achieving their academic potential including study skills workbooks, revision support and sessions focused on attainment and aspiration. Activities to support this can be found on:

<https://www1.chester.ac.uk/outreach/online-resources-schools-and-colleges/resources-secondary-schools>

They include:

How to get to University increases student knowledge of post-16 qualifications and University entry criteria with a presentation and activity sheet.

Who will I meet at University? is a presentation and activity sheet that gives students an understanding of university life and introduces them to each of the support teams that they will be able to access at university.

Pathways, Careers and Higher Education is a presentation exploring post -16 options and decision making that can be used in conjunction with the 'Strengths and Skills' activity sheet. The activity gives students the opportunity to consider their strengths and skills in relation to future job ideas.

Hawarden High Sixth Form: more information will be included in future learning plans about our 6th Form. The link to the prospectus is below should you wish to start researching courses we offer here, entry requirements and general life in the 6th form at HHS:

<https://www.hawardenhigh.org.uk/wp-content/uploads/2020/01/Hawarden-6th-Form-Prospectus-2020-21.pdf>

Obviously feel free to enjoy a book at home. The current lockdown period does make it difficult to complete the recommended 1 book every 3 weeks. However, you are still able to engage with the accelerated reader program and complete quizzes. Also please see below for access to an online free digital library offered by Renaissance for the current period of school closure. There are a wide range of books which can be read digitally according to each student's reading ability.

The following link gives access to the library

<https://readon.myon.co.uk/library/browse.html>

This link gives pupils option to select books according to ATOS book level - Students should know their ATOS level as it should be written in their planner or on their login page, parents can access this using their home connect login.

<https://readon.myon.co.uk/library/search.html>

Here's the link for a parent guide to the AR home connect. Parents can check their child's' reading to date and their ATOS book level. This gives clear details for parents to set up and follow their child's reading. Use your son/daughter's login which should be located in their planner.

<https://help.renlearn.co.uk/HC/HCParentGuideEnglish#ARHC> and you can login through the school website under "students".

The final link enables pupils or parents to check if there is a quiz available on a particular book they may have at home and it will give details of the ATOS book level

<https://www.arbookfind.co.uk/default.aspx>

All pupils have their log in details written in their planners. If there are any issues with this please email the Librarian and she can help sally.young@hawardenhigh.flintshire.sch.uk or the Accelerated Reader Coordinator susan.barnard@hawardenhigh.flintshire.sch.uk

