

# **Remote Learning Guide**

## **ICT & Business Studies**



w.c 29th June 2026

## What is the remote learning guide?

Where students are unable to attend school due to, medical, or disciplinary reasons we will continue to provide resources to enable students to continue their education at home – we call this remote learning. We want to minimise the impact to your child's education and therefore we have a plan to make sure learning can continue when they are unable to attend school.

We will be providing all teaching resources through Microsoft Teams. All students will be automatically placed in a Team for their classes in all subjects. Teachers will place all activities, including lessons and resources as files in these Teams. Pupils can access the Teams through their school email accounts. Teachers will also set homework and send messages to their pupils using MS Teams. All work will be available before the lesson is due to start.

You can see a summary of what is being taught each week through the remote learning guides that are shared on the school website every Friday. The guides are also shared with students on their year group's MS Teams. Your child's teachers will also be available via email to answer any questions or queries your child may have. The email address for the head of each department is also included within this guide if you need to contact them regarding any subject related issue.

Pupils are also regularly set tasks and can access resources using the following platforms:

- **GCSEPod** - <https://www.gcsepod.com/>
- **Bedrock learning** - <https://bedrocklearning.org/>
- **Seneca** - <https://senecalearning.com/en-GB/>
- **UpLearn** - [www.uplearn.co.uk](http://www.uplearn.co.uk)
- **Sparx Maths** - <https://sparxmaths.com/>

The following resources provide lessons created by the BBC and Department for Education that may be used with your children to extend their learning at school.

- **Oak National Academy** - <https://www.thenational.academy/>
- **BBC Bitesize Daily Lessons** - <https://www.bbc.co.uk/bitesize/dailylessons>

Studies show that reading for pleasure makes a big difference to children's educational performance. We recognise that reading is vitally important to your child's education. Please make sure your child reads approximately one book a week. Students may access online news resources using The Day - <https://theday.co.uk/> or they may borrow a book from the school library.

***Students record the passwords for these online resources in their school planner. If your child is unable to access the digital resources set by their teachers, please contact your child's Year Manager or Year Coordinator or the school directly using this email address: [enquiry@holte.bham.sch.uk](mailto:enquiry@holte.bham.sch.uk)***

## Year 7

**Head of Department:** L. Latif

### What is your child learning this term?

#### Unit 5 – AI and Machine Learning

The unit is a mixture of theoretical aspects of AI with practical application of these ideas in the second half of the unit. Practical aspects of the unit are given in Scratch. Whilst the programs given to students make use of advanced features of Scratch, such as new Blocks (subroutines) and lists, tasks have been written to be accessible by students who have only rudimentary understanding of Computer Science programming with a visual interface.

Class	Teacher	Lessons, including homework deadlines & resources
7-1	Miss Latif	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"><li>▪Make a sprite turn and move using the keyboard</li></ul> <p>Most of you will...</p> <ul style="list-style-type: none"><li>▪Understand the X and Y positions and use them to control a sprite to write your name</li></ul> <p>Some of you will...</p> <ul style="list-style-type: none"><li>▪Make a game using two methods to move the sprites</li></ul>
7-2	Mr Khan	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"><li>▪Make a sprite turn and move using the keyboard</li></ul> <p>Most of you will...</p> <ul style="list-style-type: none"><li>▪Understand the X and Y positions and use them to control a sprite to write your name</li></ul> <p>Some of you will...</p> <ul style="list-style-type: none"><li>▪Make a game using two methods to move the sprites</li></ul>
7-3	Mr Jubier	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"><li>▪Make a sprite turn and move using the keyboard</li></ul> <p>Most of you will...</p> <ul style="list-style-type: none"><li>▪Understand the X and Y positions and use them to control a sprite to write your name</li></ul>

		<p>Some of you will...</p> <ul style="list-style-type: none"> <li>▪Make a game using two methods to move the sprites</li> </ul>
7-4	Mrs Lawson-Broadhead	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"> <li>▪Make a sprite turn and move using the keyboard</li> </ul> <p>Most of you will...</p> <ul style="list-style-type: none"> <li>▪Understand the X and Y positions and use them to control a sprite to write your name</li> </ul> <p>Some of you will...</p> <ul style="list-style-type: none"> <li>▪Make a game using two methods to move the sprites</li> </ul>
7-5	Mr Jubier	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"> <li>▪Make a sprite turn and move using the keyboard</li> </ul> <p>Most of you will...</p> <ul style="list-style-type: none"> <li>▪Understand the X and Y positions and use them to control a sprite to write your name</li> </ul> <p>Some of you will...</p> <ul style="list-style-type: none"> <li>▪Make a game using two methods to move the sprites</li> </ul>
7-6	Mr Khan	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"> <li>▪Make a sprite turn and move using the keyboard</li> </ul> <p>Most of you will...</p> <ul style="list-style-type: none"> <li>▪Understand the X and Y positions and use them to control a sprite to write your name</li> </ul> <p>Some of you will...</p> <ul style="list-style-type: none"> <li>▪Make a game using two methods to move the sprites</li> </ul>
7-7	Mr Khan	<p><b><u>Scratch Lesson 5</u></b></p>

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7-8	Mr Jubier	<p><b><u>Scratch Lesson 5</u></b></p> <p>All of you will...</p> <ul style="list-style-type: none"> <li>▪Make a sprite turn and move using the keyboard</li> </ul> <p>Most of you will...</p> <ul style="list-style-type: none"> <li>▪Understand the X and Y positions and use them to control a sprite to write your name</li> </ul> <p>Some of you will...</p> <ul style="list-style-type: none"> <li>▪Make a game using two methods to move the sprites</li> </ul>

## Year 8

**Head of Department:**

**What is your child learning this term?**

***Summary***

- This 6-week KS3 animation scheme of work introduces students to the fundamentals of digital animation while developing key competencies outlined in the National Curriculum for Computing, including creative use of digital tools, understanding digital media, applying computational thinking (abstraction, decomposition, sequencing), and developing proficiency in a range of software applications. Students also build transferable creative and technical skills relevant to GCSE Computer Science (e.g., algorithms, logical thinking, efficient use of digital tools) and GCSE Creative media or Art & Design pathways (e.g., pre-production planning, storyboarding, digital graphics, asset creation, and evaluating products). Through progressive practical tasks, pupils learn animation principles, digital drawing, frame-by-frame and tweened motion, sound integration, and multi-scene composition. Homework and differentiated tasks support planning, creativity, and reflection, while cross-curricular links to Art, English, Math's, Science, Music, and Drama help contextualize the animation process. The unit culminates in students producing and evaluating their own short animated film, aligning with curriculum expectations for creating purposeful digital artefacts and evaluating creative digital work.

Class	Teacher	Lessons, including homework deadlines & resources
8-1	Mr Jubier	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>
8-2	Mr Khan	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>
8-3	Mr Khan	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>

8-4	Mr Jubier	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>
8-5	Mrs Jamila	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>
8-6	Mr Gakhal	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>
8-7	Mr Khan	<p><b>Animate Lesson 5</b></p>

		<p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>
8-8	Mr Jubier	<p><b>Animate Lesson 5</b></p> <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Review and evaluate a previously created animated PowerPoint presentation.</li> <li>• Identify strengths and areas for improvement using clear success criteria.</li> <li>• Provide constructive peer feedback and reflect through self-assessment.</li> </ul>

<b>Year 9</b>
<b>Head of Department:</b>
<b>What is your child learning this term?</b>
<p><b>Computer Science</b></p> <p>This term, students will explore how computers actually work beneath the surface. They will learn about <i>systems architecture</i>, including the key components that make a computer function and how they work together. They will dive into the role of the CPU, understanding how it processes instructions and keeps everything running smoothly. They will also investigate embedded systems, the small, specialised computers found in everyday objects like microwaves, cars, and games controllers.</p>

## **CNAT Enterprise and Marketing**

This qualification has three mandatory units:

### **Unit R067: Enterprise and Marketing Concepts**

This is assessed by an exam. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable o Creating a marketing mix to support a product o Factors to consider when starting up and running an enterprise.

### **Unit R068: Design a Business Proposal**

This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research o How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal.

### **Unit R069: Market and Pitch a Business Proposal**

This is assessed by a set assignment. In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using self-assessment and feedback gathered. Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.

**This term pupils will be studying R067 alongside R068**

<b>Class</b>	<b>Teacher</b>	<b>Lessons, including deadlines &amp; resources</b>
9CCs1	LEL/ CLB	PPT in Teams on Logic Gates. Complete worksheet and draw the logic gates and truth tables in your books. Use the link in the ppt to use the simulator to test your logic gates.
9B/bus	FAJ	<b>Introduction to CNAT Enterprise and Marketing</b> Pupils to understand Primary & Secondary Market research and different sampling methods. Pupils to create their market research questionnaires and share them with their sample group. Then they will analyse their findings.
9D/Bu1	JAG	<b>Introduction to CNAT Enterprise and Marketing</b> Pupils to understand Primary & Secondary Market research and different sampling methods.

		<p>Pupils to start task 1 of their CW. Write 3 market research aims for secure cases.</p> <p>Following this, students must choose appropriate market research tools that will help them to achieve the research aims. They must choose one primary and one secondary market research tool.</p>
<b>9C/Bu</b>	MKR	

<b>Year 10</b>
<b>Head of Department:</b> L. Latif
<b>What is your child learning this term?</b>
<p><b>DIT</b></p> <p><b>Component 3 - Effective Digital Working Practices</b></p> <p>Students will explore how organisations use digital systems and the wider implications associated with their use.</p> <p>This external component builds on knowledge, understanding and skills acquired and developed across the qualification. It requires students to select and integrate knowledge and understanding synoptically from all components. It is assessed through an external assessment that is set and marked by Pearson. Questions will require students to apply knowledge and understanding to the given scenarios or context.</p> <p>An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of 1 hour and 30 minutes and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June.</p> <p><b>Enterprise</b></p> <p><b>Component 3- Promotion and Finance</b></p> <p>Component 3 is the external exam where pupils will apply their knowledge to a business scenario. In the exam, they will analyse how a business promotes its products and decide which marketing methods are most effective, as well as work with financial information such as costs, revenue, profit, and cash flow. They are expected to interpret data, make decisions, and give justified recommendations to help the business improve.</p>

**Computer Science-** Students will use this term to understand the:

- Architecture of the CPU, CPU performance and programming fundamentals, data types.

<b>Class</b>	<b>Teacher</b>	<b>Lessons, including homework deadlines &amp; resources</b>
10C /Cs 1	LEL	Complete the Python programs on While and For loops. Make sure you annotate your code in the comments
10C /It1	MOJ	We are currently working on Component 3 Pack B. There are 6 lessons in this pack. We are working on Lesson 1 and 2 currently and these are found on Teams.
10 D/I t1	ASK	We are currently working on Component 3 Pack A. There are 6 lessons in this pack. We are currently looking at sitting an end of pack assessment. We will then complete a feedback session.
10 A/B u1	FAJ	Pupils will be starting a new topic- Budgeting Financial Planning <ul style="list-style-type: none"> <li>• Identify a range of budgets used by enterprises:</li> <li>• Understand the difference between budgeting and budgetary control</li> <li>• Calculate simple budget figures including variances</li> <li>• Comment on the results including the impact of favourable and adverse variances</li> </ul>
10C /Bu 1	CLB	Component 3 They will be completing Financial statements and balance sheets for the first lesson. For lesson 2, they will be completing profitability and liquidity ratios.
10 D/B u1	JAG	PSA Component 2 Pupils will be completing Task 1a template.

## Year 11

**Head of Department:**

**What is your child learning this term?**

Year 11 Business

Business Pupils will be focusing on their Component 3, which is the exam component. This is based on marketing and Finance for an Enterprise. Topics will include:

- Budgeting
- Cashflow
- Break Even
- Sources of Finance
- Financial Documents
- Marketing

<b>C l a s s</b>	<b>Teacher</b>	<b>Lessons, including homework deadlines &amp; resources</b>
1 1 C / C S 1	MOZ	Completed course.
1 1 C / I T 1	MOJ	Completed course.
1 1 A / I T 1	SAS	Completed course.
1 1 A / B U 1	FAJ	Exam Revision
1 1 D / B U 1	JAG	Completed course.

### Sixth Form

**Head of Department: Miss Latif**

**What is your child learning this term?**

Pupils will study the design, creation, testing and evaluation of a relational database system to manage information. Pupils will learn the following:

<b>Class</b>	<b>Teacher</b>	<b>Lessons, including homework deadlines &amp; resources</b>
12C/It1	Miss Seville	Unit 3 – Web Development  Student are to continue working on their PSAB Assignment Task 3. All resources are on Teams.
12A/CS1	MOZ	Students are continuing with their NEA project. They need to continue their work on the design section now, particularly along their structure diagrams and their design of the interface screen and layout.
12c/Bu1	FAJ	Unit 1- Exploring Businesses Pupils will be starting Learning Aim A. They will be looking at two contrasting businesses. They are working on P2, P3.M1
<b>12D/Bu1</b>	CLB	Unit 1 Exploring businesses – why and how are they successful P1 features of businesses P2/M1 - stakeholders  Complete the green slides on the lesson powerpoint. Complete the NOTES for P2/M1 for stakeholders, using research and evidence ensuring that URLs are recorded.  All resources are in teams
<b>12C/Bu1</b>	JAG	Unit 8 – Recruitment and Selection <ul style="list-style-type: none"> <li>• The recruitment process, why businesses recruit, where businesses can advertise vacancies.</li> <li>• Students have started their unit 8 assignment</li> </ul> All resources are available for students on MS Teams.
<b>12D/Bu1</b>	MKR	
<b>13B/It2</b>	Miss Seville	Course Complete
<b>13B2/It1</b>	Miss Seville	Course Complete

<b>13B2/It1</b>	Miss Latif	Course Complete
<b>13C/Bu1 and 13C/Bu2</b>	JAG MKR	Course completed
<b>13 CS</b>	MOZ	Course Complete