

Teaching & Learning: Remote Learning Contingency Plan



English - Term 4

Year: 7									
Subject: English									
WHAT?	HOW?			HOW WELL?					
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment					
<p>A 10 week unit (started this term) focusing on a range of reading and writing skills linked to the theme of Survival and Courage:</p> <ul style="list-style-type: none"> To explore, comment on, analyse and compare a range of texts on the theme of identity and difference; To introduce and apply VIPERS active reading strategies and develop a passion for reading using AR to support To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Core text= Trash</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher. Remote access to Accelerated Reader-monitored by class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to the Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher. Remote access to Accelerated Reader-monitored by class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the ‘individual self-isolating process’ Class teacher puts work on MS TEAMS and on Class Charts. Remote access to Accelerated Reader-monitored by class teacher. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Knowledge/recall for the second unit. When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <p>Spoken Language assessment- presentation about a key character or theme</p> <p>Skills being assessed - SPEAKING:</p> <table border="1"> <tr> <td>Presentation is audible</td> </tr> <tr> <td>Uses spoken standard English confidently</td> </tr> <tr> <td>Expresses challenging ideas/information/feelings</td> </tr> <tr> <td>Presentation is organised and the student has structured their response effectively</td> </tr> <tr> <td>Listens to questions carefully and responds in detail</td> </tr> </table>	Presentation is audible	Uses spoken standard English confidently	Expresses challenging ideas/information/feelings	Presentation is organised and the student has structured their response effectively	Listens to questions carefully and responds in detail
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English - Term 4

Year: 8				
Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A 10 week unit (started this term) focusing on a range of reading and writing skills linked to the theme of Survival and Courage:</p> <ul style="list-style-type: none"> To explore, comment on, analyse and compare a range of texts on the theme of identity and difference; To introduce and apply VIPERS active reading strategies and develop a passion for reading using AR to support To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Core text= The Tempest</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to the Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and Class Charts. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Knowledge/recall for the second unit. When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <p>Writing assessment-fiction</p> <p>Skills being assessed - READING:</p> <ul style="list-style-type: none"> 👉 Uses a range of ambitious vocabulary 👉 Varies sentence structures for effect 👉 Uses crafted language and structural devices to suit audience and purpose 👉 Produces a well-structured response with effective paragraphing 👉 Uses accurate SPaG and a variety of punctuation

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English - Term 4

Year: 9				
Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>A 10 week poetry unit (starting this term) focusing on a range of reading and writing skills linked to the theme of Survival and Courage:</p> <ul style="list-style-type: none"> To explore, comment on, analyse and compare a range of texts on the theme of identity and difference; To introduce and apply VIPERS active reading strategies and develop a passion for reading using AR to support To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to the Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher. Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and on Class Charts. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Knowledge/recall for the second unit. When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <p>Reading assessment-comparison of two poems.</p> <p>Skills being assessed - READING:</p> <ul style="list-style-type: none"> 👉 Offering alternative interpretations 👉 Detailed, and at word-level, analysis of the writer's methods (language, form and structure) 👉 Using a range of well-selected quotations which are integrated into the answer 👉 Thoughtfully explores the effect on the reader/s and makes links to context 👉 Using a range of accurate subject terminology

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English - Term 4

Year: 10 Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>To study An Inspector Calls in preparation for GCSE English Literature Paper 2.</p> <p>To explore narrative and descriptive writing. To understand how to approach English Language Paper 1 Question 5.</p> <ul style="list-style-type: none"> To explore, comment on and analyse a range of key extracts To be able to identify terminology To apply VIPERS active reading strategies To explain the social and historical context and make connections between context and text To write academically and critically using PETAZL as a writing framework To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to the Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Mid-topic recall test When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <ul style="list-style-type: none"> An Inspector Calls exam question- 30 marks + 4 marks for SPaG <p>Skills being assessed – READING</p> <ul style="list-style-type: none"> Offering alternative interpretations Detailed, and at word-level, analysis of the writer's methods (language, form and structure) Using a range of well-selected quotations which are integrated into the answer Thoughtfully explores the effect on the reader/s and makes links to context Using a range of accurate subject terminology

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English - Term 4

Year: 11				
Subject: English				
WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	In the event of a localised lockdown	In the event of a bubble being unable to attend school	In the event of individual students who are shielding	Assessment
<p>To continue preparation for GCSE English Language Paper 2.</p> <ul style="list-style-type: none"> To explore, comment on and analyse a range of unseen non-fiction texts To be able to identify terminology To apply VIPERS active reading strategies To write academically and critically using PETAZL as a writing framework To be able to write using a range of persuasive devices a piece of well-structured non-fiction. <p>To prepare for GCSE English Literature Unseen Poetry.</p> <ul style="list-style-type: none"> To explore, comment on and analyse a range of unseen poetry. To be able to identify terminology To apply VIPERS active reading strategies To write academically and critically using PETAZL as a writing framework To be able to discuss the writer's messages and key themes. 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to the Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). Use of other platforms to support English where appropriate (eg. Seneca) Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS 	<ul style="list-style-type: none"> 48 hour emergency subject task to be sent home as soon as an individual finds themselves at home and able to work. This will be triggered by a PL or FL alert as per the 'individual self-isolating process' Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources. Use of other platforms to support English where appropriate (eg. Seneca) 	<p>Knowledge Assessment:</p> <ul style="list-style-type: none"> Mid-topic recall test When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <ul style="list-style-type: none"> English Language Paper 2 Section A <p>Skills being assessed – READING</p> <ul style="list-style-type: none"> Offering alternative interpretations Detailed, and at word-level, analysis of the writer's methods (language, form and structure) Using a range of well-selected quotations which are integrated into the answer Thoughtfully explores the effect on the reader Using a range of accurate subject terminology