

Teaching & Learning: Remote Learning Contingency Plan

English - Term 3



Term: 3				
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 in Term 2) focusing on a range of reading and writing skills linked to the theme of Love and Belonging:</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 Breadwinner</p>	<ul style="list-style-type: none"> Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach). 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 1 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). 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 1 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. Weekly Live TEAMS KS3 clinic slot. 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>Reading assessment-analysis of the writer's methods based on an extract</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 3

Term: 3				
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 in Term 2) focusing on a range of reading and writing skills linked to the theme of Love and Belonging:</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= Instructions for a Second-Hand Heart</p>	<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 1 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 1 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. Weekly Live TEAMS KS3 clinic slot. 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- critical evaluation based on a statement</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

Teaching & Learning: Remote Learning Contingency Plan

English - Term 3

Term: 3				
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 unit (started in Term 2) focusing on a range of reading and writing skills linked to the theme of Love and Belonging:</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 Merchant of Venice</p>	<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 1 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 1 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. Weekly Live TEAMS KS3 clinic slot. 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-analysis of the writer's methods based on an extract</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 3



Term: 3 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 Macbeth in preparation for GCSE English Literature Paper 2 (paper ordered changed for 2021 only).</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 	<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 1 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 1 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. Weekly Live TEAMS K4 clinic slot. 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"> Macbeth 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 3

Term:3				
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 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. 	<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 1 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 1 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. Weekly Live TEAMS K4 clinic slot. 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> <p>English Language Paper 2 Section A</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