

# Teaching & Learning: Remote Learning Contingency Plan



## English - Term 5

<b>Year: 7</b>									
<b>Subject: English</b>									
<b>WHAT?</b>	<b>HOW?</b>			<b>HOW WELL?</b>					
<b>Curriculum Content/LO</b>	<b>In the event of a localised lockdown</b>	<b>In the event of a bubble being unable to attend school</b>	<b>In the event of individual students who are shielding</b>	<b>Assessment</b>					
<p>A 10 week unit (started last 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"> <li>To explore, comment on, analyse and compare a range of texts on the theme of identity and difference;</li> <li>To introduce and apply VIPERS active reading strategies and develop a passion for reading using AR to support</li> <li>To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose.</li> </ul> <p>Core text= Trash</p>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Remote access to Accelerated Reader-monitored by class teacher.</li> <li>Use of other platforms to support English where appropriate (eg. Seneca)</li> <li>Remote learning booklet linked to the Curriculum content shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher.</li> <li>Remote access to Accelerated Reader-monitored by class teacher.</li> <li>Use of other platforms to support English where appropriate (eg. Seneca)</li> <li>Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>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'</li> <li>Class teacher puts work on MS TEAMS and on Class Charts.</li> <li>Remote access to Accelerated Reader-monitored by class teacher.</li> <li>Use of other platforms to support English where appropriate (eg. Seneca)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>Knowledge/recall for the second unit.</li> <li>When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b></p> <p>Spoken Language assessment- presentation about a key character or theme</p> <p><b>Skills being assessed - SPEAKING:</b></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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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 5

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

**English - Term 5**

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

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## English - Term 5

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 <i>Macbeth</i> in preparation for GCSE English Literature Paper 1.</p> <ul style="list-style-type: none"> <li>To explore, comment on and analyse a range of key extracts</li> <li>To be able to identify terminology</li> <li>To apply VIPERS active reading strategies</li> <li>To explain the social and historical context and make connections between context and text</li> <li>To write academically and critically using PETAZL as a writing framework</li> <li>To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>Use of other platforms to support English where appropriate (eg. Seneca)</li> <li>Remote learning booklet linked to the Curriculum content shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>Use of other platforms to support English where appropriate (eg. Seneca)</li> <li>Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>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’</li> <li>Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>Use of other platforms to support English where appropriate (eg. Seneca)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>Mid-topic recall test</li> <li>When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment:</b></p> <ul style="list-style-type: none"> <li><i>Macbeth</i> exam question- 30 marks + 4 marks for SPaG</li> </ul> <p><b>Skills being assessed – READING</b></p> <ul style="list-style-type: none"> <li>Offering alternative interpretations</li> <li>Detailed, and at word-level, analysis of the writer’s methods (language, form and structure)</li> <li>Using a range of well-selected quotations which are integrated into the answer</li> <li>Thoughtfully explores the effect on the reader/s and makes links to context</li> <li>Using a range of accurate subject terminology</li> </ul>

**English - Term 5**

<b>Year: 11</b>				
<b>Subject: English</b>				
<b>WHAT?</b>	<b>HOW?</b>			<b>HOW WELL?</b>
<b>Curriculum Content/LO</b>	<b>In the event of a localised lockdown</b>	<b>In the event of a bubble being unable to attend school</b>	<b>In the event of individual students who are shielding</b>	<b>Assessment</b>
<p>This term focuses on revision.</p> <p>All classes will revise Macbeth, A Christmas Carol, Inspector Calls and Unseen Poetry. They will then complete a series of 'Big Writes' developing exam technique and ability to write analytical essays for Literature.</p> <p>To revise English Language Paper 1 and 2.</p>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• Use of other platforms to support English where appropriate (eg. Seneca)</li> <li>• Remote learning booklet linked to the Curriculum content shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>• Live TEAMS lessons as per timetable – where possible with the class teacher (or a whole year group approach).</li> <li>• Use of other platforms to support English where appropriate (eg. Seneca)</li> <li>• Remote learning booklet linked to Term 4 Curriculum content shared via CC and TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>• 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'</li> <li>• Class teacher puts work on MS TEAMS and provides a weekly overview of learning on Class Charts, attaching the in-class PowerPoint and resources.</li> <li>• Use of other platforms to support English where appropriate (eg. Seneca)</li> </ul>	<p><b>Knowledge Assessment:</b></p> <ul style="list-style-type: none"> <li>• Mid-topic recall test</li> <li>• When in lockdown more frequent recall quizzes will be set to check understanding.</li> </ul> <p><b>Depth Assessment/s</b></p> <ul style="list-style-type: none"> <li>• Possible mock examinations OR</li> <li>• One literature essay per student (based on class weaknesses)</li> <li>• Either Paper 1 Q5 OR Paper 2 Q5 (choose based on class weaknesses)</li> </ul> <p><b>Skills being assessed – READING and WRITING</b></p> <ul style="list-style-type: none"> <li>👉 Offering alternative interpretations</li> <li>👉 Detailed, and at word-level, analysis of the writer's methods (language, form and structure)</li> <li>👉 Using a range of well-selected quotations which are integrated into the answer</li> <li>👉 Thoughtfully explores the effect on the reader</li> <li>👉 Using a range of accurate subject terminology</li> <li>👉 Uses a range of ambitious vocabulary</li> <li>👉 Varies sentence structures for effect</li> <li>👉 Uses crafted language and structural devices to suit audience and purpose</li> <li>👉 Produces a well-structured response with effective paragraphing</li> <li>👉 Uses accurate SPaG and a variety of punctuation</li> </ul>

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