

Teaching & Learning: Remote Learning Contingency Plan

English Term One

Term: 1 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 (going into Term 2) focusing on a range of reading and writing skills linked to the theme of Identity and Difference:</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons 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>Texts covered: Core text – Wonder; Extracts from Frankenstein and Wild Boy</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"> Accelerated Reading STAR Test-completed in week 1-2 Knowledge/recall test (completed in week 7 When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment:</p> <ul style="list-style-type: none"> Fiction writing (writing the opening of a story)- completed in week 10. <p>Skills being assessed - WRITING:</p> <ul style="list-style-type: none"> Using a range of ambitious vocabulary Varying sentence structures for effect Using language and structural devices to suit audience and purpose Producing a well-structured response with effective paragraphing Using accurate SPaG and a variety of punctuation

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English Term One

Term: 1 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 (going into Term 2) focusing on a range of reading and writing skills linked to the theme of Identity and Difference:</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons 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 (supported by fortnightly library lessons) To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Texts covered: Core text – Of Mice and Men; Extracts from I have a Dream; Poetry covered- I Ain't Got No Home, Dreams and Sympathy.</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 test (completed in week 7) When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment: Spoken language assessment (presentation of a key character of theme)- completed in week 10. If required students can deliver this on TEAMS or submit a written version to Class Charts/ TEAMS.</p> <p>Skills being assessed - SPEAKING:</p> <ul style="list-style-type: none"> 👉 Speaking audibly 👉 Using spoken standard English confidently 👉 Expressing challenging ideas/information/feelings 👉 Producing a presentation that is organised and structured effectively 👉 Listening to questions carefully and responding in detail

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English Term One

Term: 1				
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 (going into Term 2) focusing on a range of reading and writing skills linked to the theme of Identity and Difference:</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons 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 To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. <p>Texts covered: Core text – Things a Bright Girl Can Do; Extracts from ‘He for She’ and ‘Becoming’; Poetry covered- ‘War Girls’ and ‘Anthem for Doomed Youth’</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 test (completed in week 7) When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessment: Non-fiction writing-completed in week 10.</p> <p>Skills being assessed - WRITING:</p> <ul style="list-style-type: none"> Using a range of ambitious vocabulary Varying sentence structures for effect Using language and structural devices to suit audience and purpose Producing a well-structured response with effective paragraphing Using accurate SPaG and a variety of punctuation

English Term One

Term: 1 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 plan and complete the Spoken Language NEA for the English Language GCSE and introduce English Language Paper 1 Section A-Reading.</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons To explore, comment on and analyse a range of unseen texts; To introduce and apply VIPERS active reading strategies and develop a passion for reading To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. To write a structured speech and use a range of strategies to engage an audience. 	<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"> When in lockdown more frequent recall quizzes will be set to check understanding. <p>Depth Assessments:</p> <ul style="list-style-type: none"> Spoken Language NEA completed in week 2-3 Language Paper 1 Questions 1-3 completed in week 7 <p>Skills being assessed – SPEAKING and READING</p> <ul style="list-style-type: none"> Speaking audibly Using spoken standard English confidently Expressing challenging ideas/information/feelings Producing a presentation that is organised and structured effectively Listening to questions carefully and responding in detail 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 Exploring the effect on the reader/s and makes links to context Using a range of accurate subject terminology

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English Term One

Term: 1				
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 plan and complete the Spoken Language NEA for the English Language GCSE and complete a series of 'recovery curriculum' lessons for An Inspector Calls.</p> <ul style="list-style-type: none"> To understand the expectations for all English lessons. To explore, comment on and analyse An Inspector Calls. To use a range of language and structural methods in our own writing appropriate to genre, audience and purpose. To write a structured speech and use a range of strategies to engage an audience. 	<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: When in lockdown more frequent recall quizzes will be set to check understanding.</p> <p>Depth Assessments:</p> <ul style="list-style-type: none"> Spoken Language NEA completed in week 2-3 Year 11 English Language baseline exam completed in week 4 Year 11 English Literature baseline exam completed in week 5 <p>Skills being assessed – SPEAKING and READING</p> <ul style="list-style-type: none"> Speaking audibly Using spoken standard English confidently Expressing challenging ideas/information/feelings Producing a presentation that is organised and structured effectively Listening to questions carefully and responding in detail 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 Exploring the effect on the reader/s and makes links to context Using a range of accurate subject terminology