



Term: 3 Year: 7 Subject: Maths				
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
<ul style="list-style-type: none"> Students will be investigating properties of shapes; this is estimated to be for 5 to 6 lessons. Afterwards, they will move to algebraic proficiency. This is a new area for most of them since minimum algebra was covered in primary school. Depending on what ability class they are in, the length of time required to cover the content will range between 8 to 14 lessons. Year 7 and 8 students are following the Kangaroo SOW There is a focus on literacy and improving their tier 2 and 3 vocabulary. Students are encouraged to communicate 	<ul style="list-style-type: none"> To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers. 7MA1 ABB; 7MA2 PC and 7MA3 RA. For each group, the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. Some of the scheduled lesson time might be dedicated to watching mathswatch of key content followed by answering some questions either on a worksheet or in a live Q&A session. 	<ul style="list-style-type: none"> As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant activity. For third set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. We will also explore using Mathswatch with groups to allow them to work 	<ul style="list-style-type: none"> Our initial response will be to use the “48 hour emergency work” which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS or Classchart. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set. 	<ul style="list-style-type: none"> We will upload recall tests and depth tests where relevant and use feedback to identify areas for development. We will use Mathswatch tracker to assess students’ progress where we can. We will ask students to make notes in their maths bible and use it as an aid during reflection

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effectively using the correct vocabulary		independently in a structured way where relevant and possible.	<ul style="list-style-type: none"> If the student is unwell, when they return, we will try to organise in class intervention to assist or put them in our Wednesday catch up plan sessions 	
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Term: 3 Year: 8 Subject: Maths				
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>Regardless of set, all students will be studying algebraic proficiency. However, level of difficulty, grade content and time spent on the unit will depend on the ability set.</p> <p>Year 8 set 1: Will use and interpret algebraic notation, including: a^2b in place of $a \times$</p>	<ul style="list-style-type: none"> To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers. 8MA1 ABB; 8MA2 RA and 8MA3 PC. For each group, the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. 	<ul style="list-style-type: none"> As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant activity. 	<ul style="list-style-type: none"> Our initial response will be to use the “48 hour emergency work” which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: 	<ul style="list-style-type: none"> We will upload recall tests and depth tests where relevant and use feedback to identify areas for development. We will use SENECA to assess



<p>$a \times b$, coefficients written as fractions rather than as decimals Simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices Rearrange formulae to change the subject</p> <p>Set 2: They will continue with algebraic proficiency. This will extend the knowledge gained in year 7.</p> <p>Set 3 & 4: They will start with algebraic proficiency. We will aim to recap on basic algebraic knowledge and then build on it by introducing application</p> <ul style="list-style-type: none"> • Before each topic/planned into the start of topics are opportunities to review associated prior knowledge and content from Year 7. • Towards the end of term 4 students will look at some of 	<ul style="list-style-type: none"> • • • Some of the scheduled lesson time might be dedicated to watching mathswatch of key content followed by answering some questions either on a worksheet or in a live Q&A session. 	<ul style="list-style-type: none"> • For bottom set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible. 	<ul style="list-style-type: none"> • To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set. • If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them. 	<p>students' progress where we can.</p> <ul style="list-style-type: none"> • We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.
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<p>their learning in current contexts and will have opportunities to draw links between topics developing their skills, improving their fluency and start work on the application.</p>				
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<p>Term: 3 Year: 9 Subject: Maths</p>				
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
<ul style="list-style-type: none"> Year 9's follows the Edexcel GCSE 3-year scheme. Year 9s are in sets. Set 1 aims towards the higher tier, set 2 and 3 towards foundation tier. Sets allocation is based on ability and students can be moved based on their progress. Set 1 is currently studying sequences and will start the unit on ratio and proportion ranging from grade 4 to 8 work. 	<ul style="list-style-type: none"> To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers. For each group, the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. Some of the scheduled lesson time might be dedicated to watching mathswatch of key content 	<ul style="list-style-type: none"> As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. For top set and second set students we would deliver 30 mins of live TEAMS teaching followed by students completing relevant activity. For lower set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work 	<ul style="list-style-type: none"> Our initial response will be to use the "48 hour emergency work" which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: To have the class teacher email home with the work to be covered 	<ul style="list-style-type: none"> We will upload recall tests and depth tests where relevant and use feedback to identify areas for development. We will use Mathswatch to assess students' progress where we can. We will ask students to periodically upload a summary of the learning in a topic to

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<ul style="list-style-type: none">• Set 2 and 3 will continue with to master number, this consist of topics such as prime factorisations and approximations. Set 3 will aim to cover the same content but at a slower rate• Students are being introduced to a lot of new tier 3 vocabulary and this is a focus in lessons.• Students may begin to look at how these questions will appear in exam papers.	followed by answering some questions either on a worksheet or in a live Q&A session.	with them. This would take the whole hour of teaching time.	including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set. <ul style="list-style-type: none">• If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	assess their understanding of key content and ideas.
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[Subject] Remote Learning Contingency Plan – 2020-21

Term: 3 Year: 10 Subject: Maths				
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>Year 10s are following the Edexcel 2-year scheme of work. Year 10 set 1 will be doing the higher tier exams. They have currently finished algebra and have started averages and data We will aim to do iteration and continue with data in term 3</p> <p>Year 10 set 2 and 3 will start the algebraic unit. This involves expressions, substituting into simple formulae, expanding and factorising</p>	<ul style="list-style-type: none"> To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers. Teachers responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. We will also explore using Mathswatch with groups to allow them to work independently in a structured way where relevant and possible. We are planning to put together past exam paper packs for each subject that, should we go into a lockdown, will be handed out to students/sent via 	<ul style="list-style-type: none"> As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant exam questions from the pre-prepared past exam paper packs. For lower set students we would attempt to do 20 mins of live TEAMS teaching, give them an exam question to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. 	<ul style="list-style-type: none"> Our initial response will be to use the “48 hour emergency work” which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also 	<p>We will use past exam questions and students self-marking assessment and where work has been uploaded for us to mark teacher feedback to identify where students need to make progress.</p> <p>We will use quick recall tests to assess and remind students of key content whenever we can.</p> <p>Where it is applicable, we will use Mathswatch and SENECA.</p>

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	<p>TEAMS/Classcharts for them to complete at home.</p>	<ul style="list-style-type: none">• Preparation of the past exam paper booklets to be handed out/uploaded asap in the event of a bubble being isolated.• We will also explore using mathswatch and Seneca with groups to allow them to work independently in a structured way where relevant and possible.	<p>happen or a TEAMS meeting scheduled to run through all the work that has been set.</p> <ul style="list-style-type: none">• If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	<p>Students will be directed to complete uploaded depth tests where this is relevant and the results of this will also be used to assess progress.</p> <p>Students will assess their own progress using the past exam paper packs and mark schemes.</p>
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Term: 3
Year: 11



Subject: Maths				
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
<ul style="list-style-type: none"> Students have mock exams for the first 2 weeks of February and will be in and out of lessons. They will be expected to sit 3 papers (One non calculator and two calculator papers) Once their Paper 1, 2 and 3 mocks for each subject are marked we will RAG them and provide feedback on these. Students in set 1 will be doing the Edexcel higher paper and set 2 and 3 foundation paper. Currently taught lessons are aimed at closing the knowledge gaps seen in their November mocks. Students are assessed every two weeks to ensure continuous revision is being done, to aid retention and address any misconception noticed before new materials are taught. Students will be given a RAG sheet which highlights their areas of weakness and strength. The RAG sheet will also indicate the next step they need to take to 	<ul style="list-style-type: none"> To give students continuity, the co-ordinating and delivering of the lesson will be done by their respective teachers. For each of the subjects the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. Sets 2 and 3 will be taught together if possible and set 1 will be taught separately. If we can, 30 minutes of a lesson will be for sets 2 and 3 live via TEAMS followed by work to complete/exam question pack to do and self-mark then the second 30 mins will be for the top set who will have to complete exam questions either before or for the next session. We will offer drop-in support and one to one or small group intervention. For other students not involved in live teaching or support at this time we will upload RP/Exam work. 	<ul style="list-style-type: none"> As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant exam questions from the pre-prepared past exam paper packs. For lower set students we would attempt to do 20 mins of live TEAMS teaching, give them an exam question to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. Preparation of the past exam paper booklets to be handed out/uploaded asap in the event of a bubble being isolated. 	<ul style="list-style-type: none"> Our initial response will be to use the “48 hour emergency work” which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set. If the student is unwell, we will try to organise a 	<p>We will use past exam questions and students self-marking assessment and where work has been uploaded for us to mark teacher feedback to identify where students need to make progress.</p> <p>We will use quick recall tests to assess and remind students of key content whenever we can.</p> <p>Students will be directed to complete uploaded depth tests and bi-weekly test where this is relevant and the results of this will also be used to assess progress.</p> <p>Students will assess their own progress</p>

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<p>enable them to achieve their target grade.</p> <ul style="list-style-type: none">• Currently set 1 and 2 are working on Geometry (ranging from Construction to Trigonometry)• Set 3 is working on their Number work	<ul style="list-style-type: none">• We will also explore using Mathswatch with groups to allow them to work independently in a structured way where relevant and possible.• We are planning to put together past exam paper packs for each subject that, should we go into a lockdown, will be handed out to students/sent via TEAMS/Classcharts for them to complete at home.	<ul style="list-style-type: none">• We will also explore using Mathswatch with groups to allow them to work independently in a structured way where relevant and possible.	<p>time after school when the student is better to go through any key missed work with them.</p>	<p>using the past exam paper packs and mark schemes.</p>
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