

Remote Learning Contingency Plan – 2020-21

Science – Term 5

Year: 7				
Subject: Science				
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 learning 3 different science topics over the next two half terms and depending on which class they are in the order they are taught the topics will vary. The 2 topics are waves, electricity and genetics. Towards the end of term 5 we will learn about how the science we have learnt is used in different contexts and we will explore themes and links across the different areas of science. 	<ul style="list-style-type: none"> One of each member of the team will be responsible for coordinating and delivering lessons and work for specific groups: 7SC1 RLH; 7SC2 and 7SC3 ROS. 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. We will use some additional time to plan the activity students will do in the second parts of their lesson and this will be a mixture of creative/literacy/recall/prepare tasks. We will aim to plan activities that help them summarise and cement their learning. Some of the scheduled lesson time might be dedicated to watching videos 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 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"> 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"> 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. 	<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 students’ progress where we can. We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.

Remote Learning Contingency Plan – 2020-21

Science – Term 5

Year: 8

Subject: Science

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"> Depending on the group students are in the will be learning about metals, space and energy. They are all studying different topics at different times due to staffing splits and in order to rotate resources if required. 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 their learning in current contexts and will have opportunities to draw links between topics developing their synoptic thinking and embedding key concepts. 	<ul style="list-style-type: none"> One of each member of the team will be responsible for coordinating and delivering lessons and work for specific groups: 8SC1 NPL; 8SC2 SPE and 8SC3 and 4 RLH. 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. We will use some additional time to plan the activity students will do in the second parts of their lesson and this will be a mixture of creative/literacy/recall/prepare tasks. We will aim to plan activities that help them summarise and cement their learning. Some of the scheduled lesson time might be dedicated to watching videos 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 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"> 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 time after school when the student is better to go through any key missed work with them. 	<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 students’ progress where we can. We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.

[Subject] Remote Learning Contingency Plan – 2020-21

Remote Learning Contingency Plan – 2020-21

Science – Term 5

Year: 9

Subject: Science

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 are continuing with their GCSE content now. Different sets are learning different topics and the top set is split between two members of staff. Topics being covered at varying times over this term and term 4 are: Chemical Changes, chemistry of the atmosphere and ecology 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. 	<ul style="list-style-type: none"> One of each member of the team will be responsible for coordinating and delivering either Biology, Chemistry, Physics or Required Practical work. 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. For the required practical element our Science Technician will also support in providing a link to videos with explanations and any relevant instruction sheets, for each required GCSE practical that can be sent and shared with students. Where possible Sets 1 and 2 will be taught together and set 3 will be taught separately. If we can, 30 minutes of a lesson will be for sets 1 and 2 live via TEAMS followed by work to complete/a quiz to do or recall/remind/revise/literacy task to do and self-mark then the second 30 mins will be for set who will be 	<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 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"> 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 time after school when 	<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 students’ progress where we can. We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.

Remote Learning Contingency Plan – 2020-21

Science – Term 5

	<p>set a task to do for the first 30 mins of the next session. We can then check what they have done the next session.</p> <ul style="list-style-type: none">• We will use some additional time to plan the activity students will do in the second parts of their lesson and this will be a mixture of creative/literacy/recall/prepare tasks. We will aim to plan activities that help them summarise and cement their learning.• We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.		<p>the student is better to go through any key missed work with them.</p>	
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Remote Learning Contingency Plan – 2020-21

Science – Term 5

Year: 10

Subject: Science

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"> In Biology Year 10 are studying about reproduction, adaptation, interdependence and competition. In Chemistry students are learning about chemistry of the atmosphere, organic chemistry, and chemical analysis In their Physics lessons students are learning about energy resources, electricity and completing required practical elements of the course 	<ul style="list-style-type: none"> One of each member of the team will be responsible for coordinating and delivering either Biology, Chemistry, Physics or Required Practical work. 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. For the required practical element our Science Technician will also support in providing a link to videos with explanations and any relevant instruction sheets, for each required GCSE practical that can be sent and shared with students. Sets J and G 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 G and J 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. 	<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 bottom 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. We will also explore using SENECA with groups to allow 	<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 time after school when 	<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 SENECA.</p> <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>

Remote Learning Contingency Plan – 2020-21

Science – Term 5

	<ul style="list-style-type: none">• We believe we will be able to deliver 2 lessons of each subject per week to the whole year group; there are 6 lessons of teaching across the 3 sets where we will offer drop-in support and some one to one or small group intervention. For other students not involved in live teaching or support at this time we will upload exam preparation work.• 10 SINGLE Science have 5 scheduled lessons per cycle and these extra lessons will be managed by RLH and NPL who teach them.• We will also explore using SENECA 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.	them to work independently in a structured way where relevant and possible.	the student is better to go through any key missed work with them.	Students will assess their own progress using the past exam paper packs and mark schemes.
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Remote Learning Contingency Plan – 2020-21

Science – Term 5

Year: 11				
Subject: Science				
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 2 weeks after we return and will be in and out of lessons. Once their Paper 1 mocks for each subject are marked we will provide feedback on these. Students are going over reproduction, genes and inheritance and variation and evolution. In chemistry students are learning about quantitative chemistry applying work on moles, mass and ratios and they will then revise electrolysis. In physics students will be finishing off their learning on forces from this half term, where we have focused on mainly teaching physics to them, followed by generating electricity and waves. The waves topic is an important one for students to cover. 	<ul style="list-style-type: none"> One of each member of the team will be responsible for coordinating and delivering either Biology, Chemistry, Physics or Required Practical work. 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. For the required practical element our Science Technician will also support in providing a link to videos with explanations and any relevant instruction sheets, for each required GCSE practical that can be sent and shared with students. 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. 	<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 bottom 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 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</p>

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Science – Term 5

	<ul style="list-style-type: none">• We believe we will be able to deliver 2 lessons of each subject per week to the whole year group; there are 8 lessons of teaching across the 3 sets where 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.• We will also explore using SENeca 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 SENeca with groups to allow them to work independently in a structured way where relevant and possible.	time after school when the student is better to go through any key missed work with them.	paper packs and mark schemes.
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