



NEWARK

ACADEMY

YEAR 10

REMOTE WORKING OVERVIEW

INTRODUCTION

We are about to begin our third half term of remote learning. We have been adapting and changing our provision to support all students. Teachers are working particularly hard to provide quality provision for your child whilst away from Newark Academy.

In this booklet you will find an outline of the work your child will be doing at home and the support given by the class teacher to ensure they are still receiving guidance when not in front of their teacher. Teachers have outlined the content studied within their subject, how feedback will be provided and the expectation and deadlines for your child to meet. Hopefully this information will guide you through any conversations you may wish to have with your child about their learning in particular subjects, but also to support with any topic areas you may wish to support them with.

After continuous research on remote learning strategies and from receiving feedback from students, parents and teachers, staff are adapting more creative approaches in their design of lessons to respond to the methods suggested. Unfortunately our policies at present do not allow our staff to deliver synchronous lessons online where our students can interact in a 'live' set up, however this is something we are hoping to adopt over the next few weeks for Year 10 and 12; potential 1:1 meetings may be organised where parents are in agreement with the use of this technology.

Our provision will now consist of interactive video or audio support to introduce the topic of work and will also provide guidance throughout the lessons uploaded on powerpoint or via video link. In some subjects, this will allow parents to be supported

by the information teachers are providing through the explanation on the powerpoints or video footage. We have also designed more project based learning which will give students more creative and independent opportunities.

Please bear in mind that all of our teachers here at Newark Academy are responding to classwork frequently on a daily basis and are setting work continually for all year groups. For year 10 and 12, in accordance with government guidance, we will also be providing some face to face contact with pastoral care and subject teachers as from 15th June. We would therefore ask you to remain mindful that the majority of our teachers will be working in school and at home and as a result will not be able to respond as quickly as they may have in the past with remote learning queries. They will however do their best to get back to student or parent inquiries as soon as they are able to do so.

We must still reinforce the importance for your child to partake in 30 minutes or more of activity a day including a health and well-being session. Your child must take regular breaks away from the computer screen and eat and drink plenty of fluid to maintain a healthy mind.

The provision here is of one to guide and support. You will only need to refer to the subject information in this booklet for those subjects your child is studying.

We cannot stress the importance of your child doing what they can and we would advise them to contact their class teacher if they are struggling to understand or complete any work set.

Extension activities have also been provided by class teachers on the OneNote tab 'Extension work'. In addition to this some staff have emailed websites and further activities directly to students in their class so they can continue to work on the topic in their own time if they wish to do so.

We will of course be reviewing the programme set on our online platform and our face to face provision over the next few weeks, so any necessary changes can be made.

Thank you for your support,

Miss Nicola Watkin

School Leader - Quality of Education

Geography

Work being set

Year 10 will be continuing their GCSE module on The Changing Economic World. This will be through weekly PowerPoints and recorded instruction and supplemented with online quizzes from BBC Bitesize and Seneca.

Outcomes

Each week there will be a weekly task and an Exit Ticket that requires completing. This can be in the form of an exam question, a skills task or a piece of extended writing.

Feedback and Assessment

Whole class feedback will be provided for work submitted and teachers will be feeding back individually where appropriate.

Dance

Work being set

Students will be working on Component 2 - Developing Skills and Techniques in the Performing Arts. Learning Aim C - Students will review their own development and performance from beginning the course and specific reflection will take place on 5 Soldiers rehearsals and performance. Students will complete theory and practical tasks this includes 4 written reports on the following:

Outcomes

1. An Initial Skills Audit: ranking their skills, explaining why these are ranked in this particular order, describe the skills required for professional dancers in the 5 Soldiers professional work and set themselves targets.
2. Milestone 2 - progress of skill development: describe what performance skills have been developed from contemporary workshops and lessons and link back to their targets reflecting on progress
3. Milestone 3 - Rehearsals of Professional work: describing what they have enjoyed and found challenging and how they have prepared for their performance
4. Milestone 4 - Performance Evaluation: preparation in advance of performance, WWW & EBI

Professional repertoire rehearsals - maintaining movement memory for their final performances

Feedback and Assessment

Whole class feedback using a combination of voice notes, assessment tracker and powerpoint overlays with voice overs.

All students are also provided with individual feedback when work is submitted.

Recall by using skills audits completed at the beginning of the year.

Mini quizzes to reflect on progress and self-assessment.

Additional Information Students provided key questions, WAGOLLS, example learner work and worksheets to complete all written tasks

Maths

Work being set

10e1/10n1 (Higher) - these classes are focusing on topics from the scheme of work that are able to be taught easily from Hegarty Maths. Some topics will be saved for when students are back in the classroom.

For all other classes (foundation), students will be set work recalling topics taught from both Y9 and Y10. Some topics are being saved for when students return to the classroom.

Outcomes

Students will be expected to complete the quizzes set by the teacher, first they will need to watch the video and make revision notes. They should be aiming to achieve 100%. Students will be set a minimum of five tasks per week, plus one MemRi task. The MemRi task consists of 10 questions recapping previously taught quizzes/tasks previously set on Hegarty. Students have the option of attempting a "Fix up 5" activity as well to look again at questions that the students did not correctly answer in a quiz.

Feedback and Assessment

Quizzes are marked instantaneously on Hegarty Maths. Teachers are providing individual feedback via email and also on Hegarty Maths - both to the task as a whole and to individual questions. Whole class feedback is currently being given via email/on OneNote.

Additional Information

10e1/10n1 students have been an extension task of attempting an online maths GCSE paper via <https://www.onmaths.com/> . All students will be directed to this after half term. All students are able to access the opportunities available to them via the extension tab on OneNote.

PE

Work being set

Continuation of set physical activities/challenges per day on a two weekly rota.

Outcomes

Students will be active throughout the time at home whilst challenging themselves and looking after their physical and mental well being

Feedback and Assessment

For Core PE there will be no feedback to students

Health and Social Care

Work being set

This term, we will be exploring a range of factors that can affect development. These include education, culture/religion, relationships, pregnancy, redundancy and bereavement. These will be considered across the life span, using knowledge developed last term around physical, intellectual, emotional and social development.

Outcomes

During the sequence of learning students will define key terms such as 'redundancy' and 'bereavement', respond to case studies involving individuals of different ages experiencing different factors that may affect development, answer questions related to documentaries such as 'Life and Birth' showing on BBC1 currently, carry out independent research tasks around stages of pregnancy and complete reflective tasks considering the effects of some factors such as education and relationships on students' own development.

At the end of the unit learners will choose from a range of factors and write a report that explains how different factors can affect individuals at different ages.

Feedback and Assessment

At the start of each lesson students will be given a recall/retrieval mini quiz with answers given at the end of the lesson.

Students will be asked to submit completed work for each factor affecting development (not always after each lesson) and this work will be individually marked and feedback given. Based on this marking, I will be able to address common misconceptions or areas that I feel need a deeper understanding with whole group feedback via OneNote.

At the end of the learning outcome students will submit a final report and this will be marked with written feedback on work where possible, alongside a DIRT task .

Additional Information

This work directly links to coursework that will be completed on our return to school. Therefore, the more effort that is put in to completing each task, the more opportunity there will be to achieve higher grades in this unit of work.

Child Development

Work being set

This term we will continue our work on nutritional guidelines and requirements for children from birth to five years. This term the focus will be on nutritional requirements for babies from birth to 1 year. This will include exploring the benefits of different feeding options for newborn babies, understanding the weaning process and recognising special dietary requirements during infancy.

Outcomes

During the sequence of learning students will conduct independent research into the benefits of breastfeeding and produce a leaflet to be issued to 'new parents' that outline these. Students will also examine the nutritional content of formula milk and why/how breastfeeding mothers may choose to use a combination of both. This will involve watching a documentary and accessing NHS guidance online in order to answer a series of questions. Students will then define the term 'weaning' and develop their understanding on the weaning process through teacher input and independent research. Responding to a case study will help students to develop their awareness of special dietary requirements.

At the end of the unit students will produce a five day menu for a weaning baby of the age of their choice with a report justifying reasons for their choices.

Feedback and Assessment

A recall/retrieval mini quiz will be completed at the start of each lesson with answers given the next lesson. Students will be required to complete lesson activities and email/upload these on to OneNote and then will receive individual feedback on these tasks on a weekly or fortnightly basis depending on the length of each section of learning. Whole group feedback will be addressed in lesson planning if there are common misconceptions.

At the end of the learning objective students will submit their final piece of work and this will be marked with individual feedback given with a DIRT task.

Additional Information

This learning will contribute directly to coursework that will be completed when we are back in school therefore it is important that thorough research is carried out to enable you to complete this work successfully.

Drama

Work being set

Year 10 will be revisiting the play of Blood Brothers which will support their written exam in year 11. Students will read the play again and we will then recall each question from the exam.

Outcomes

Students will understand and write a response with visual imagery the elements of set and costume design. Students will recall the intertwining of vocal and physical skills which is an element throughout each response. Students will recall the cultural context of Blood Brothers and have elements of this throughout every response.

Students will recall the structure of each question and familiarise themselves with the exam timings.

Feedback and Assessment

Feedback will be given at the beginning of each week and will be taken from a sample of work. This will be done through audio/video to support students further. Students will then take this information and implement into their Do Now/DIRT task.

Additional Information

Students should pay close attention to the file that was uploaded to OneNote as there are lots of useful links on there for them to use.

Vocational Business and GCSE Business

Work being set

GCSE Business: Students will be continuing to work on Theme 2 content through this last half term. The following is what we will be studying:

- Business operations - Impacts of technology on production
- Working with suppliers –
- The role of procurement
- Managing quality - The concept of quality and its importance
- The sales process

Vocational Business – We will be recalling the key content from the exam unit R064 that we will now be sitting in the January series. This will be broken down into the 6 different learning outcomes from the unit as follows:

LO1 – Understand how to target a market

LO2 – Understand what makes a product or service financially viable

LO3 – Understand product development

LO4 – Understand how to attract and retain customers

LO5 – Understand factors for consideration when starting up a business

LO6 – Understand different functional activities needed to support a business start up.

Outcomes

Work for GCSE will be evident through case studies/videos – answering questions, writing reports/newspaper articles. Practice exam questions – evident through extended writing tasks. Mini assessments throughout based on exam style extended and multiple choice questions.

Work for Vocational will be evident through case studies/videos – answering questions, writing reports/newspaper articles. Mini project research tasks for each learning outcomes to recall key knowledge.

Feedback and Assessment

Feedback will be provided through recall and retrieval quizzes through Do Now activity and Exit Tickets. Recall quizzes can be used as part of self assessment through Seneca and GCSE Bitesize Business. Mini assessments provided when at the end of topics to check understanding. Whole class feedback sheets will be put on OneNote for students to access after activities so that they can do DIRT activities based on this feedback. Individual feedback will be provided through work that is one note or that has been emailed.

Additional Information

All this work for both courses is part of the GCSE exam, so this work if written needs to be kept in your business folder ready for when we return.

Engineering

Work being set

In Engineering students will be making key preparations for the exam unit R105. This will then be followed by a recall and retrieval quiz. Also within this half term we want to be developing knowledge on drawing skills which will relate to R107 and the development of their design ideas for bike lights.

Outcomes

Each lesson students will be provided with a 'revision map' which will contain the instructions for that lesson following the structure of Do Now, My Time, and an Exit Ticket. This will be available by both a PDF and PPT document to enable students to print, and edit online. By the end of each lesson, students should have completed all tasks on the sheet, and have the option to email to the teacher for feedback.

During the double lesson students will be provided with a Do Now of a quiz based upon the revision map previously completed. The My Time session will then be followed with a YouTube and teacher tutorial on drawing techniques, covering a wide variety of topics. Students will then use the remainder of the lesson to practice and develop these skills.

Feedback and Assessment

The Do Now tasks will be planned to encourage recall and retrieval from the information covered. There will also be a short quiz on microsoft teams, which will include some exam styled questions as a Do Now activity during the start of each double lesson.

During the drawing techniques lessons, there will be audio and/or video feedback to provide students with either whole class feedback, or a WAGOLL. There will be opportunity towards the end of the half term for personalise 1:1 feedback. The aim of the drawing techniques is to develop knowledge ready for improvements around R107 and design work.

Additional Information

This split of these topics between lessons is something new that is being trialled to give a variety to learning and provide students with recall but also and new content.

Art

Work being set

Year 10 have been sent a presentation outlining the personal Portfolio and have asked to select one initial starting point and select and research an artist, Art Movement or group of Art works (Geographically, political, use of media, Historical links etc)

This will form the basis for Assessment Objective 1 - Artist Research.

Outcomes

Assessment Objective 1 - Develop ideas through investigations demonstrating critical understanding of sources.

Assessment Objective 1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, designers and craftspeople.

You need to analyse and understand these contextual sources, and develop your ideas in a personal way. Don't just state facts that you have found out. Relate what you have found out to your own ideas and experience.

* Select and research your chosen area of Critical sources which students use to form the base of their future ideas and influence. Present this information.

*Carry out a deeper analysis of one of the Artworks linking to your chosen area.

*Compare and contrast exercise looking at the influences of the Artist and demonstrating understanding of these influences.

*If possible carry out a 'copy' of the Artist's work demonstrating understanding of Techniques, application of Media, use of colour, composition, tone and use of light etc.

*Present and identify how this research will influence the development of your own ideas linking back to the initial starting point

Feedback and Assessment

A checklist has been shared with the students to allow for self Assessment.

Checklist

Have you demonstrated what the starting point, theme or brief means to you personally?

Have you established a link between the starting point and your chosen sources?

Have you reflected your understanding of the social and cultural context?

Is there a clear link between your sources and your own work?

Is it clear what ideas or techniques from your sources you have developed?

Students will be sent WAGOLL and areas of the Marking criteria to aid self assessment. Work will have written feedback when collected in to identify WWW / EBI. Targets set against this for further development tasks.

Additional Information

A list of Art websites is to be placed in the extension area on OneNote for guidance on Artists and Art work. Students have been sent guidance on how to analyse the work of others and key areas of consideration.

English

Work being set

Week 1: all students to explore the role of Lady Macbeth in Shakespeare's Macbeth. This is a key text in KS4 which students have studied in class and remotely this year.

Week 2 and 4 :all students to study a series of unseen poems on universal themes. This is a KS4 requirement of which students have had exposure in Year 9 and Year 10. Three poems will be studied over 3 weeks with tasks chunked down and appropriate scaffolds given as appropriate to the group.

Week 5 and 6: all students to respond to a production of "A Christmas Carol" / "An Inspector Calls" – a bespoke activity booklet based on character and theme development will be provided.

All students: Week 1 - 6 - Write Like an Expert (writing to describe and persuade) x 3

Outcomes

Week 1 all students will: write a short response to an extract question on Lady Macbeth and her changing character.

Week 2 - 4 all students will: develop AO1 inference skills, A02 language, form and structure skills. Students will complete short independent responses to the themes and ideas in each poem. Appropriate scaffolding will be provided for each group.

Weeks 5 and 6 : all students will complete an Activity Booklet which develops character and theme development. Students will complete multiple choice quizzes and extended HOT tasks.

Weeks 1 - 6 : All students will complete 3 x Write Like an Expert challenges - success criteria based upon KS4 writing mark schemes.

Feedback and Assessment

Write Like an Expert - will be assessed through:

Read the books whole class feedback. This will be include:

Greats and Not Yet

WAGOLLS and success criteria to aid self assessment

DIRT tasks which allow students to show progress and edit their work.

Feedback will be adapted to suit classes. All feedback takes place on the Friday after the Write Like an Expert is set. Write Like an Expert is written on a Friday. Read the Books takes place the Friday after.

Quizzes, multiple choice quizzes and Kahoot to test recall of powerful Year 7 and 8 knowledge and Victorian context. This will be used as appropriate throughout the schemes.

Additional Information

OneNote where complete lessons for each day will be posted. These follow the Newark Academy 5 Golden threads (Do Now, My Time, exit task). In addition – classes will be emailed by their English teacher each morning to confirm work and add any additional instructions as appropriate for the group. Students should send an exit email to their teacher after each session where they briefly explain what they have done (see exit task): Students should meet deadlines for Write Like an Expert and Dirt Time as set by their English teacher. We understand that it can be hard to work independently but we will reward resilience and tenacity and just having a go and staying in touch.

Hospitality and Catering

Work being set

Mock Unit 2 Practical Exam Prep Project

Outcomes

Analyse the task and produce a mind map or a set of bullet points of what issues need to be considered in this task.

Research local food producers (within the Newark area) which the pub could make use of in their dishes

Research ideas for possible dishes. Propose 4 possible dishes.

Include pictures of your 4 proposed dishes and keep a note of recipes you might use.

Optional – create a “mood board” of images to represent the task

Describe the functions of nutrients in the human body

Compare nutritional needs of specific groups

Explain characteristics of unsatisfactory nutritional value.

Timeplan of proposed 2 course meal with accompaniments.

Creation of 2 course meal (where possible) with accompaniments using timeplan

Feedback on dishes created

Feedback and Assessment

Mini quizzes through seneca learning, BBC bitesize videos to enhance further understanding of each task.

Individual feedback given after each weeks work is submitted.

Retrieval of information acquired in yr 7-9 to now apply to coursework notes.

Whole class feedback where required to cover misconceptions of work completed.

Additional Information

Further extension tasks set of optional practical work each week to enhance skills and timing when creating possible dishes suggested.

History

Work being set

Students will be completing their Cold War topic that they have been studying before moving onto recapping the Germany: 1890-1945 topic. They will complete two further enquiries on the Cold War:

1. Can you analyse the relationship between JFK and Khrushchev from 1961-1963?
2. Can you analyse how the Cold War transformed in the 1960s and 1970s?

On the Germany topic, students will recap the first unit: Germany and the growth of Democracy.

Outcomes

Students will go through different learning sections for each enquiry they study this half term. For the first enquiry, they have already begun this but will complete the following learning sections:

1. Why did the Cuban Missile Crisis happen?
2. What was the consequence of the Cuban Missile Crisis?
3. What was the significance of JFK's visit to Berlin in 1963?

Students will complete a variety of activities when working their way through this enquiry including making notes, answering questions, completing note grids, mind maps etc. This enquiry culminates with students answering a 12 mark how useful source exam question on the relationship between the USA and USSR from 1961 to 1963.

For the second enquiry - the transformation of the Cold War in the 1960s and 70s, students will undertake the following learning sections:

1. Why did the Prague Spring happen in 1968?
2. What was the consequence of the Czechoslovakian invasion?
3. Why did Détente happen in the 1970s?

Students will complete a variety of activities when working their way through this enquiry including making notes, answering quiz questions, source analysis on the Czechoslovakian invasion etc. This enquiry culminates with students answering a 16 mark factor question on the causes of Détente.

When recapping the Germany topic, students will focus on four sections:

1. Kaiser Wilhelm
2. The impact of WW1 on Germany
3. The problems facing the Weimar Republic, 1919-23
4. Germany 1923-29

Students will complete mind maps, complete quiz questions and/or revision notes on these topics to recap these sections.

History

Feedback and Assessment

Throughout the learning sections, students are given answer sheets from the tasks completed to self-assess their work. This is received by students emailing Mr Padley or Miss Bushell, when the work in that particular section is complete or accessing OneNote. Do Now activities at the start of each lesson, recall previous knowledge gained - students can self-assess themselves by finding the answers on the next slide if completing a mini quiz or if they have been set SENECA quizzes, answers are given to students upon completion of a quiz. Whole class feedback sheets will be provided to students following the completion of the content of an enquiry to address misconceptions (every 2-3 weeks approximately). Individual feedback will be provided to students after completing the enquiry exam questions, which will provide students with advice on how to improve their work and what they have done well.

Additional Information

Students will be sent work ready to access on Monday morning. This will be uploaded onto the One Note system and also sent to students email accounts directly. The work that is sent will cover the week so it will be for students to use their independent skills to manage when they complete this. The deadline for work to be submitted is the Friday. Please email the class teacher when work is completed to receive answers directly to self-assess your work.

MFL

Work being set

German: Customs and Festivals: students will learn about and research different festivals in Germany, Switzerland and Austria. They will revisit vocabulary and grammar from Years 7, 8 and 9 along with additional vocabulary for this topic.

Outcomes

Students will be able to describe German traditions and will be able to answer exam style questions on longer texts about birthdays and festivals. They will also be able to use their vocabulary and grammar to write about their experiences and will create a presentation about a German custom or tradition which they have researched.

Feedback and Assessment

Vocabulary recall every lesson

Students will create revision resources to help vocabulary "stick"; teacher to give feedback on these methods

Immediate feedback from online tools - Seneca Learning and Languages Online

Individual teacher feedback for written work

Self assessment for exam style questions and self annotation when provided with mark scheme and exam report

Additional Information

Students are to continue to revise previous topics, using the online sites or previous vocab sheets and resources. As ever, please contact your teacher if you need support - we are happy to help.

Construction

Work being set

Complete work based around careers. Roles, responsibilities and qualifications of an Operative. Completion of visual representation of the hierarchical structure of career pathways in Construction, based on the ongoing work around careers. Followed by a mock exam/ quiz test. We will then be moving to work based on the different stages of a construction develop, from design to completion, followed by negative factors that can affect a construction.

Outcomes

Reports about careers in construction - Professionals, technicians, craftspeople and Operative. Flowchart depicting the hierarchical structures of construction careers. On line tests exam - Forms based. Review of practical skills needed for exam based on, Bricklaying, Carpentry & Roofing skills. Video based.

Feedback and Assessment

Individual feedback on reports and quizzes/Mock Exams.

Additional Information

We are aiming to start the practical exam is soon as it is safe.

Design and Technology

Work being set

Students will be aware that the NEA (Non-exam assessment) may be released on the 1st June. Due to circumstances the exam board are debating as to whether or not this release date is still suitable. Until we have a decision from them, as a department we are still deciding the best approach to ensuring students are able to fulfil their potential and achieve the best possible. Therefore, there may be more information to follow on this.

For now students will be working on a wide range of recall and retrieval tasks based upon exam topics. We have previously covered materials, and will now move on to understanding more about materials, such as forces and stresses.

Outcomes

Each lesson students will be provided with a task, such as a revision mind map, or video/audio resource, and will be provided with the instructions for that lesson following the structure of Do Now, My Time, and an Exit Ticket. This will be available by both a PDF and PPT document to enable students to print, and edit online.

By the end of each lesson, students should have completed all tasks on the sheet, and answered an exam style question on the topic.

Feedback and Assessment

The Do Now tasks will be planned to encourage recall and retrieval from the information covered both this half term and last. There will also be a short quiz on microsoft forms which will include some exam styled questions. This will cover the topic that the students have been revising that week.

We will aim for each student to receive a breakdown of their scores with a personalised comment and improvement points for them to reflect upon half-way through the term. This is where students can use the revision maps that they have already created to re-revise a topic and are welcome to complete the quiz as many times as they like.

Additional Information

Please bear with us in regard to the NEA release, as we aim to get a secure plan in place once we have a full understanding of the situation, and have been informed by the exam board.

Creative iMedia

Work being set

Students will be working on R081 - revision material for the exam they should have taken in June this year, but will now take in either November or January.

Outcomes

Students will revise the topics for R081 with a particular focus on longer answer questions that will be a part of the exam. Students will also be expected to work on their design skills by sketching pre-production documents, that again will form part of their exam.

Feedback and Assessment

Feedback will be given in a variety of ways deemed appropriate for the task completed: Individual feedback, whole class feedback and mini quizzing using Microsoft forms. Students will also potentially do a 'mock' exam before the end of the summer term.

Additional Information

Mr Athey will continue to produce videos to walk students through the material and methodology.

Science

Work being set

Year 10 pupils will receive lessons from all three areas of Science throughout the week. Due to the different learning journeys of teaching groups their topics will differ. Details of the topics that will be taught during the summer term can be found on the school website.

Outcomes

Students will have many opportunities to complete My Time activities based on the new knowledge that is delivered in their lessons. My Time activities include, planning an investigation for required practicals, drawing and interpreting graphs, writing conclusions, calculating velocity from velocity time graphs. The outcomes will vary from subject to subject and between groups depending on their learning journey.

Feedback and Assessment

Pupils will self-assess their work using answers within the PowerPoint or PDF resources.

- Teachers will set low stakes quizzes using a variety of online platforms such as: Kahoot, Seneca Learning and Educake
- The online learning that takes place will inform teachers of misconceptions and gaps in student knowledge.

This information will be used to plan subsequent lessons.

Additional Information

Some students may need to email Mr Cochrane to reset their Educake passwords as they have expired, kcochrane@newarkacademy.co.uk

Religious Studies

Work being set

Students will continue with planned recall and retrieval activity. Students have finished the GCSE spec so are currently completing stages of revision. The current stage is a work booklet of different activities that is set which students work through. Students will choose the topic to revise from and certain students who have been identified by Miss Daw will be working on a bespoke programme.

Outcomes

All students will be able to show a deeper knowledge and understanding for the GCSE unit of study.

All students will gain more confidence in the unit of study

All students will receive personalised feedback on how to improve in that area of study

Feedback and Assessment

All students will email work twice a week and this is marked by Miss Daw and they will be given personal feedback.

Students will recall and retrieve prior learning and they have access to revision materials to support them.

All students to have one whole class feedback lesson a week via video.

Sports Studies

Work being set

Students will be working on the following units:

R051 – Values and Olympism. Looking at

- Sporting conduct
- PED's and their Impact
- WADA

RO53 (JPI) – Sports Leadership

Outcomes

R055 Students will be completing a mini project on 'Working in the Sports Industry'

R051 – Students will identify and explain the role of sport in promoting values through practice and mini quizzes on 'The Everlearner online Platform'.

RO53 and R055 – Students will be set a mini project to introduce them to the unit that they will be completing when we will return.

Feedback and Assessment

Feedback for R051 will be immediate on The Ever Learner through low stakes quizzing and exam style questions. Whole class feedback via voice overs for R053 and R055.

The Ever Learner is an online platform that students have been sent log ins and set work already for LO4. Live data gives the teacher instant feedback of engagement and retention of information.

The final product will be a research-based inquiry into the key areas of the unit which will be presented as a booklet/report/powerpoint (which will be chosen based on what the student can access from home and what they feel most confident creating).

Additional Information

Class lessons via lessons set on the platform can be set, low stake practice mode helps students gain and understanding of where they are in their learning before set checkpoints can monitor progress in real time and over time.

Computer Science

Work being set

Students will continue to focus on both the theoretical and practical aspects of the course. Each week students will receive a lesson focusing on the current topics we are focusing on, and this will also include recall of previous topics that we have covered. In addition, students will be set various programming tasks each week in order to ensure their knowledge of this aspect of the course continues to grow. Work will be set through OneNote, but a number of tasks will require access to different websites. These include 'Smart Revise' and YouTube to watch videos that explain topics in further depth. Students will also be asked to download 'Python IDLE' (free software) to their home computers, this software enables students to program from their computer at home.

Outcomes

Students will complete python programs and make these available in OneNote or email them directly. For theory lessons they will either complete work directly in OneNote, or complete presentations which can either be placed in to OneNote or emailed directly to the teacher.

Feedback and Assessment

At the end of most theory lessons, students will be set an online assessment that they need to complete to demonstrate their understanding of the topics we have covered. The marks in this mini-assessment will automatically save and this allows us to easily view students understanding of each topic that we cover. If it's clear that students are not fully understanding a topic then more time will be spent ensuring students understanding is at the level required.