



NEWARK

ACADEMY

YEAR 7

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 support with any topic areas you may wish to discuss with them.

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 we have taken on board the feedback with regards to the better learning experiences students have had since being able to listen to a friendly voice or pause a video when needed. Taking on board this feedback our provision will now consist of interactive video or audio direct instruction 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 project based learning which will give students more creative and independent opportunities. In the Novation sessions timetabled students will be able to select a topic of interest they have a passion for which intends to allow students to demonstrate their independence, responsibility, creativity and commitment to their studies in a project they will enjoy.

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.

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 over the next few weeks, so any necessary changes can be made.

Thank you for your continued support,

Miss Nicola Watkin

School Leader - Quality of Education

Below is the reduced timetable students have been following in Year 7. If this has been beneficial they should continue to do so. If students require more work, they can access this in the 'Extension Work' tabs on One Note.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	English	Science	Maths	English	Science
	Maths	English	Science	Maths	English
	Break	Break	Break	Break	Break
	PSHE/Mindfulness /Physical Activity	Mindfulness/ Physical Activity	PSHE/Mindfulness /Physical Activity	PSHE/Mindfulness /Physical Activity	Mindfulness/ Physical Activity
	Lunch	Lunch	Lunch	Lunch	Lunch
PM	History	PSHE	MFL	Geography	PSHE
	MFL	Cooking + Nutrition/Tech (rotate fortnightly)	Music/Drama (rotate fortnightly)	Art/RS (rotate fortnightly)	Catch-up/'Recap' Use this time to catch-up on anything you might have had to miss or have struggled with
	Family Time – support and spend time with your family members	Family Time – support and spend time with your family members	Family Time – support and spend time with your family members	Family Time – support and spend time with your family members	Novation and Family Time – support and spend time with your family members

Geography

Work being set

Year 7 will be moving to the Seneca online learning platform this half term. They will be using this to review and recap their locational knowledge and geographical skills from the start of the year. Students will then move on to place studies to give them a greater understanding of various places around the world.

Outcomes

Seneca assignments set are to be completed weekly.

Feedback and Assessment

Seneca provides instant feedback. Mr Nelson and Mr Huggard will be reviewing the responses submitted. A rewards system will be set up in Geography to reward students for their time and commitment on the topics set.

Maths

Work being set

All work will continue to be set on Hegarty Maths. Students can continue to find any extension tasks on One Note. 7E1 and 7N1 will be continuing with the Y7 scheme of learning on 'Data and Probability' before moving on to the 'Introduction of Algebra'. All other Y7 classes will be focusing on recalling previous topics taught this year to consolidate learning.

Outcomes

Students will be expected to complete the quizzes set by the teacher, after watching the video and making revision notes. All students should be aiming to achieve 100%. Students will be set a minimum of three 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 to look again at questions that they did not correctly answer in a quiz.

Feedback and Assessment

Quizzes are marked instantaneously on Hegarty Maths. Teachers will be 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

All students have additional opportunities available to them via the extension page on OneNote.

Cooking and Nutrition

Work being set

Students will be completing the 'Newark Academy Virtual Food Festival Mini Project'.

Outcomes

Students will be required to research into where food comes from, research local food eaten in the chosen geographical area and provide a step by step recipe developed for their chosen product. Students will be required to create a local food product from their chosen area using independent organisational skills, preparation, handling equipment in the kitchen, time management, presentation skills and maintaining a clean and safe environment. The final step will involve students self evaluating their product and work on the topic.

Feedback and Assessment

Google form quizzes will be used to recall the booklet information provided. Whole class feedback will be given once results are in from the quiz.

Whole class feedback and individual feedback will be given on results of practical outcomes and final results of the mini project.

Additional Information

Hyperlinks to websites will be provided to support with the concept of "Virtual Food Festival". The task will be launched this half term with a voice over on PPT to go through the concept.

PE

Work being set

Students will continue with a set of 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 given to students.

English

Work being set

During Week 1 and 2: 7S and 7W students will complete a guided reading scheme of learning on the novel "Diary of a 6th Grade Ninja. This is based on the Hero V Villain narrative arc and contains challenging vocabulary designed to positively impact on students' reading ages.

During week 1 and 2: 7N and 7E students will complete a guided reading scheme of learning on the novel "Wonder". This is based on a transformative narrative arc and considers the theme of outsiders/disability and contains challenging vocabulary designed to positively impact on students' reading ages.

During week 3 - 6: 7S and 7W students will complete a guided reading scheme of learning on the novel "Wonder" as above. Activities will be differentiated as appropriate for the groups.

During week 3 - 6: 7N and 7E: students will complete DEAR TIME (a choice of challenging texts will be made available) and a Literacy scheme of learning (EG: apostrophes, their / there / they're / building complex sentences - periodic, crafting , semi colons, direct speech, etc.) This will be to consolidate Yr 7 Literacy and pre learn Year 8 skills as appropriate for groups.

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

Outcomes

Week 1 and 2: 7S +7W students will collect new vocabulary, develop AO1 summary skills and write a narrative story based upon the narrative arc of the novel (hero V villain). Success criteria - the inclusion of vocabulary collected during guided reading and the use of personification / metaphor / simile.

Week 1 and 2: 7N +7E students will collect new vocabulary and transfer to their long term memory. They will also develop AO1 inference skills, AO2 language analysis and consolidation of Literacy skills reflected in the completion of extension tasks.

Week 3 - 6 : 7S and 7W students will collect new vocabulary and develop AO1 inference and comprehension skills reflected in completion of extension tasks on "Wonder".

Week 3 - 6: 7N and 7E students will consolidate Yr 6 / 7 literacy through completion of literacy tasks, recall Yr 7 powerful knowledge and pre learn Yr 8 powerful knowledge and Literacy. Progress made in Literacy will be showcased in Write Like an Expert extended write and completion of extended Literacy tasks.

Weeks 1 - 6: All students will complete 3 x Write Like an Expert challenges - success criteria will be based upon literacy, show not tell and specific language / structure features. Students will apply Literacy skills consolidated in explicit Literacy tasks.

English

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 planned on a Thursday and 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 knowledge, pre-learning Yr 8 powerful knowledge and literacy focus. This will be used as appropriate throughout the schemes.

Additional Information

Lessons for each day will be posted on One Note. 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.

Drama

Work being set

In Drama, students will continue to work on an 8 lesson project whereby they will 'put on a show'.

Within this scheme, students will learn the configurations of stages, different types of theatres, choose their performance style (recalling previous work such as pantomime, Stanislavski and mime). They will also look at the basics of set design and costume design.

Outcomes

Students will be able to recall the practitioners' style of theatre, understand stage configurations and be able to identify elements of set and costume design.

Feedback and Assessment

At the end of the week Miss Morris will choose a selection of students' PowerPoint or PDF submissions to check for knowledge and understanding along with any misconceptions. The following week, feedback will be implemented for students to complete at the beginning of their next lesson as a 'Do Now' DIRT task before moving on. This feedback will be given through an audio recording which will hopefully support the students further with that extra clarification.

Additional Information

Students can visit <https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1> for extra support.

Novation

Work being set

Students will complete a step-by-step guide to a 'Passion Project' which will result in a showcase of their research of their chosen topic. They will complete an initial project proposal, research their topic, complete an annotated bibliography and then follow the steps to complete a project document. They will finish by completing a short reflection on their work. Each step will be fully scaffolded but the autonomy required will stretch our more able students.

Outcomes

Students will complete either a written report, an information leaflet or a presentation. Various check-points will be in place to assess what they have completed after each step. Students will be asked to complete an annotated bibliography and develop their research skills as well as completing the final showcase of their topic.

Feedback and Assessment

Individual feedback will be given by staff responding to the initial proposals by students, after their annotated bibliography half-way through and after their showcase is completed. Students will receive a certificate once they have completed their final project documentation and reflection.

Additional Information

Students have autonomy in which topics to choose, but this will be guided by staff after the initial proposal has been handed in. Students will be supported by outlining correct research skills and will be guided on how to complete the bibliography and project documentation by a step-by-step guide.

Art

Work being set

Year 7 are going to look at illustration and story writing. They will visit Yellowstone Park (virtually) and then write a poem or short story thinking about the environment and setting. They can also research the animals and other wildlife seen in the park.

They will then research the work of Childrens book illustrators (Lauren Child, Quentin Blake, Arthur Rackham etc) and illustrate their story or Poem

<https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm>

Outcomes

Students will identify key areas of inspiration such as colour, atmosphere, weather and wildlife. They will research and base their stories on their findings after having the opportunity to read other stories and look at the structure of story writing including the use of descriptive language, scene setting and characters.

Students will write a discription of Yellowstone Park. They will research other short stories.

They will: Structure their story using setting, zoom, character and dialogue

Write and submit - Assessment Point

Research the work of book illustrators

Present research - Assessment Point

Consider how imagery can portray mood and emotion / character driven emotion / use of colour - Explore ideas

Present final illustration - Assessment Point

Feedback and Assessment

Assessment and feedback will take place by using the following methods: Wagolls and example of structuring short stories:

Example of descriptive Language

Quizzes on the use of desriptive Language

Quizzes on Yellowstone Park

Examples of Childrens illustration with activity on image analysis.

Quizzing on use of colour and colour thoery

Final assesment with success criteria for self assesment

Additional Information

The illustrations can be completed through drawings, painting or with the use of computer generated images.

Music

Work being set

Following on sequentially from a unit of work where we have actively developed instrumental knowledge, the next step in KS3 Y7 learning is to now progress on to a sequence of structured music theory and 'The Reading of Music' providing appropriate and necessary growth in core musical knowledge and understanding.

Outcomes

Students will progress through three informative online opportunities. Lesson 1 will be audio/video based and act as an informative introduction to notation written on both the treble and bass clefs. This interactive opportunity will, by its very nature, expand the reach of classroom music tuition and seek to equip students with the fundamental knowledge of how to read and recognise music on the staff. Lesson 2 will reflect our 'shaping the learning - golden thread' and as such, provide students with an opportunity to practise and revise key information they have experienced in the previous learning opportunity. Returning to this work will allow Mr Williams to confirm understanding and resolve any misconceptions. The final lesson in the sequence will be assessment-based and will require students to confirm their understanding through a series of structured questions to consolidate learning.

Feedback and Assessment

Mr Williams plans to offer two forms of feedback. The first will remain extant from previous learning, so to offer consistency and will be an individual email to all learners who submit work. Mr Williams will then provide a summary Audio/Video experience, reflective of how the unit was introduced which will confirm both understanding and success along with highlighting broadly any misconceptions identified during the process of work sampling. Beginning and ending the unit with an audio/video experience aspires to allow students to engage with quality resources and drive motivation. Hopefully by offering wider reaching, more accessible, intuitive resources, a greater number of students will find the learning more accessible and achievable, whilst discreetly learning a new skill.

Additional Information

The next step will be to write a melody using new skills and understanding. Should online learning continue beyond Summer 2, a product will be developed to allow students to progress to this step and actively employ new knowledge.

History

Work being set

Students will begin to look at the period of History from 1750 to 1900. Their enquiry investigation topic will be 'Can you evaluate how Britain changed from 1750-1900?'

Outcomes

To complete this enquiry, students will undertake the following learning sections:

1. Introduction - An initial overview of how Britain changed from 1750-1900
2. Why was there an explosion in population in this period?
3. How did agriculture change in this period?
4. What was the Industrial Revolution?
5. What impact did the Industrial Revolution have on society?
6. How did the Industrial Revolution help modernise Britain and the world?
7. Enquiry write up - 'Can you evaluate how Britain changed from 1750-1900?'

Students will complete a variety of activities as they undertake each learning section e.g. completing an information poster in the introduction lesson. At the end of their enquiry, students will complete either a written report or PowerPoint presentation, answering the key enquiry question.

Feedback and Assessment

Students are given answer sheets from the tasks undertaken in each learning section to self-assess their work. This is received by students emailing Mr Padley, when the work in that particular section is complete or by uploading on One Note. 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. Whole class feedback sheets will be provided to students following completion of the third learning section (Agriculture) and the sixth learning section (How did Industrial Revolution modernise Britain). Individual feedback will be provided to students after completing the enquiry write up which will provide students with advice on what they have done well and how to improve their work.

Additional Information

Each learning section can be accessed on a Monday morning - work will always be emailed out by Mr Padley and uploaded onto One Note. Please do email Mr Padley when work is complete!

MFL

Work being set

Students will continue with the second half of the introduction to Spanish for Y7:

Building upon knowledge gained from learning about basic language and school, students will be introduced to the topic of family - including, members of family, manipulating verbs, descriptions, manipulating adjectives, colours, pets, physical description and characteristics.

Outcomes

By the end of this unit, students will be able to infer wider detail about their family and be able to describe themselves in Spanish in written and spoken form. Students will be able to create their own cartoon character / celebrity based on the language used.

Feedback and Assessment

Students will receive PowerPoint slides with corrected answers on (for activities such as translations, reading comprehensions, listening exercises, pronunciation guides, writing frames, vocabulary lists and quizzes, GCSE Style questions). For more extended pieces of writing (up to 40 - 90 words, GCSE Requirement), individual feedback will be given via the class teacher. At selected points, feedback will be given to students also about progress, and things to look out for (orthography, word order, sentence structure, manipulation of verbs / adjectives).

Additional Information

This will build upon language already seen between Easter and May Half Term and will be a foundation for those choosing to continue with the Language through into Year 8.

Technology

Work being set

Students will take part in a graphics/illustration project. They will be learning to sketch in 3D the basic shapes, types of 3D Drawing - Isometric & perspective drawing. Moving onto observational drawing - cross curricular with art. Students will be able to produce 3D sketches and understand some types of drawing.

Outcomes

Practical based activities will be set. We are aiming to use an online resource called 'Spencer Nugent - A sketch a day' to allow students to produce 3D Sketches.

Feedback and Assessment

Videos will outline demonstrations of staff to support all students and provide them with a WAGOLL. Students will be selected to appear in the student well-being magazine and also will receive electronic certificates for great work.

Additional Information

We want to share good work from pupils and reward them with certificates.

Science

Work being set

Year 7 will continue with their project based learning developing their research, presentation and creative skills. They will be required to think like a scientist and problem solve in these real life situations. The projects will be embarking on this half term are: Project 8 – Important Scientist, Project 9 – Endangered Animals, Project 10 – Heated Houses, Project 11 – Science Timeline, Project 12 – Double Trouble, Project 13 – The Warming World and Project 14 – Cake Chemistry.

Outcomes

Different projects have different outcomes: pupils may be expected to create leaflets, PowerPoint presentations, carry out a practical, design a method for a particular experiment or create models. Photographs of their work or documents should be emailed to designated members of staff.

Feedback and Assessment

Pupils will receive supportive comments to improve work or to celebrate success. The assigned member of staff will give whole class feedback at the end of each project.

Additional Information

Please ensure students send work to their teacher assigned to your group. This information is sent via email with each project and can also be found on OneNote.

Religious Studies

Work being set

Students will study 'Crime and Punishment'. This unit is to help students understand the law; discuss why people commit crimes, outline how and why we punish criminals but also as the question, 'can we forgive?'. It's an important unit for their moral and ethical growth as young people in our community and also gives them an opportunity to question our current UK system of law and order.

Outcomes

By the end of the unit (4 lessons due to RS and Art on fortnightly rotation) all students to be able to;

- Know what a crime is and identify crimes that affect us
- Assess the reasons why people commit crimes
- Know and evaluate different ways of punishing criminals
- To consider if forgiveness of criminals is possible

Feedback and Assessment

The following feedback methods will be used:

- Students will receive whole class feedback once a week on recall and retrieval activities covering strengths and areas for development
- Students who email over the work will receive individual feedback on their explanations given for extended writing questions