



NEWARK

ACADEMY

YEAR 8

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 and support 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 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 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.

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 timetable year 8 are advised to follow this half term:

	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	Family Time – support and spend time with your family members

Geography

Work being set

Year 8 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 year 7 and then move on to place studies to give them a greater understanding of various places around the world.

Outcomes

Seneca assignments to be completed weekly.

Feedback and Assessment

Seneca provides instant feedback. Mr Nelson and Mr Huggard will be reviewing response and those who have spent the most time and effort will be rewarded for their hard work and commitment.

Maths

Work being set

All classes in Y8 will be consolidating previously taught material from both Y7 and Y8.

Outcomes

Students will be set a quiz activity on Hegarty maths - minimum of three tasks per week for the three separate days maths is on their timetable. Some tasks will vary in length so there may be occasion where two tasks are set for completion in one day. In addition to the set tasks, students will be expected to complete 10 questions per week on the MemRi section. This is retrieval practice for topics previously set on Hegarty.

Feedback and Assessment

Quizzes are marked instantaneously. Teachers will be providing individual written comments to students either by email or on Hegarty Maths. Whole class feedback will given via OneNote or email.

Additional Information

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

PE

Work being set

Students will be set physical activities and challenges per day on a two weekly rota.

Outcomes

Students should 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.

English

Work being set

Week 1 : 8S2 and 8S3 students will complete the 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.

Week 1 : 8N, 8E and 8S1 students will complete the 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.

Week 2 - 6: 8S2 and 8S3 students will complete the 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. Activities will be differentiated as appropriate for the groups.

Week 2 - 6: 8N, 8E and 8S1 students will complete the guided reading scheme of learning on the novel "North and South" by Elizabeth Gaskell. This is a Victorian novel which centres on key Victorian context required for KS4 – this includes the industrial revolution, social class and gender. Students will also explore key narrative structure – omniscient narrator, development of character arc and protagonist.

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

English

Outcomes

Week 1 : 8S2 and 8S3 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: 8N, 8E and 8S1 students will collect new vocabulary and transfer to long term memory, develop AO1 inference skills, AO2 language analysis and consolidation of Literacy skills reflected in the completion of extension tasks.

Week 2 - 6 : 8S2 and 8S3 students will collect new vocabulary and develop AO1 inference and comprehension skills reflected in completion of extension tasks on "Wonder".

Week 2 - 6: 8N, 8E and 8S1 students will collect new vocabulary, develop AO3 Victorian context, AO1 inference skills and AO2 language and structure analysis reflected in the completion of extension tasks.

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

Feedback and Assessment

Write Like an Expert - will be assessed through: Read the books whole class feedback. This will include:

Greats and Not Yet

WAGOLs 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 by students on a Thursday and written on a Friday.

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

Additional Information

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

Cooking and Nutrition

Work being set

Students will complete a "Good Food, Good Mood" mini project.

Outcomes

They will research into why eating good food is important and the impact it has on mental health as well as physical health. Report writing of current eating habits throughout lockdown. Some other areas covered will be:

- Identification of favourite menu choices in takeaway restaurants and calculations of nutritional content.
- Summary of findings from nutritional content analysis.
- Menu creation
- Creation of takeaway dish/dishes of choice based on personal and family preferences and availability of ingredients.
- Evaluation of mini topic.

Feedback and Assessment

Recall and retrieval of new information will be what students need to base their report on. They will calculate nutritional labels using online package. Feedback will be given as a class the following week to ensure correct inputting, understanding and misconceptions are addressed based on the submitted work. Individual feedback will be given to products created and projects once completed. Google forms will be used to self evaluate project work completed and further feedback will be given if required.

Additional Information

All recipes will be featured in the resources provided and a free choice will be given to students so they can choose what they complete. If practical work is not possible at home stretch and challenge tasks should be completed in place of this work.

Art

Work being set

Students will continue to study the work of the Cubist Artists particularly focusing on the work of Picasso. The second phase of the project is to research the work entitled 'Picasso's Assemblage Art' which explores how Artists have found objects to create sculpture. This will lead to making a task using objects from around the house.

Outcomes

Students are asked to research and present information on Assemblage Art. They will also:

- Research and deepen understanding by exploring the work of Picasso and his sculptures of accumulation.

- Carry out written analysis work on a selected Artwork - Guidance on analysis of Artwork through MISTY (Materials / Intention / Subject Matter / Techniques / your Opinion).

How can this research influence the development of your own work?

Create and present a final piece of Art based on Picasso's work using found objects such as cardboard, metals, string, wire, empty packaging etc.

Feedback and Assessment

Assessment points have been plotted after each key area of learning. This will take the form of shared success criteria and WAGOLs. Quizzing on keywords and subject terminology,

- * Researching the concept of Assemblage Art

- *Written analysis on the work of Picasso

- *Final Artwork.

Additional Information

<https://www.tate.org.uk/art/art-terms/a/assemblage> /
<https://www.ideelart.com/magazine/abstract-sculpture>

Music

Work being set

Following on sequentially from a unit of work where we have actively developed instrumental knowledge, the next step in KS3 Y8 learning is to now progress to a sequence of structured music theory and 'The Reading of Music' providing appropriate and necessary growth in core musical knowledge and understanding. Y8 students who are secure in the treble and bass clefs will be extended to understand notation on the Alto and tenor Clefs, which is consistent with knowledge required at ABRSM Grade 5 Theory.

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 in 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 requiring 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 and will be an individual email to all learners who submit work. Mr Williams will 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 by him 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.

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.

History

Work being set

Students will move onto looking at the later 20th century in their next enquiry. Their enquiry investigation topic will be 'Can you assess awful atrocities in the modern age?'

Outcomes

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

1. What is terrorism?
2. What causes terrorism?
3. What are the consequences of terrorism?
4. Can you compare the different types of terrorism which existed?

Students will complete a range of activities to meet the above learning challenges, e.g. completing notes, source analysis, completing grids and tables, mind maps and sorting different types of significance. Students will complete a written essay at the end of the enquiry answering the key learning challenge for this enquiry – 'Can you assess which terrorist group caused the biggest issues for society: KKK or Al-Qaeda?'

Feedback and Assessment

Students will be given weekly answer sheets from the tasks undertaken in each learning section to self-assess their work. This is received by students emailing Miss Bushell, when the work in that particular section is complete or by 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. Whole class feedback sheets will be provided twice during the half term – after week 3 and week 6. 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 next steps to improve further.

Additional Information

Students will be sent work ready to access on Monday morning. This will be uploaded onto the OneNote 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 submission is on the Friday. Students should email Miss Bushell when work is completed to receive answers directly to self-assess your work.

Science

Work being set

Year 8 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 students will be embarking on this half term are: Project 8 – Magnificent Memory, Project 9 – British Mammals, Project 10 – Crisp Calculations, Project 11 – Tissue Issues, Project 12 – Important Scientist, Project 13 – Chemical Care, Project 14 – Solar Shoebox

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 that you send your work to the 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 ask 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 will 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 get 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

MFL

Work being set

In Languages students in Year 8 will study: Week 1: Revision of German basics for all students

Week 2 -7: Those who have shown interest in a languages GCSE will have either Spanish basics or "Get ready for German GCSE".

Those who have not shown an interest in languages GCSE could continue with either of the above or complete a cultural project of their choice.

Outcomes

Spanish: Students will acquire basic understanding of numbers, dates, opinions, basic grammar and vocabulary and will be able to write sentences and understand texts.

German: Students will revise grammar structures and tenses from Years 7 and 8 . They will write paragraphs about GCSE topics and attempt GCSE style reading texts.

Cultural project: Students will research a country and develop understanding of specific aspects of the culture; this could be related to geography, food technology or a particular area in which they are interested.

Feedback and Assessment

Spanish/German:

Vocabulary recall every lesson.

Students will create revision resources to help vocabulary "stick"; teachers will 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

Cultural Project: MFL teachers will assess the level of research and information shared and give rewards for those showing an in depth knowledge of a culture from around the world.

Additional Information

Students are encouraged to continuously revise vocabulary and grammar; please ask your teacher if you need any help - we are happy to support you.