



NEWARK

ACADEMY

YEAR 9

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 taking on board your feedback 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 9 will be continuing their GCSE module on The Challenges of Resource Management. This will be through weekly powerpoints and recorded instruction, 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 an exam question, a skills task or a piece of extended writing.

Feedback and Assessment

Whole class feedback sheets will be sent to students and teachers will feed back individually where appropriate.

Dance

Work being set

Students will be continuing with Component 1: Exploring the Performing Arts specifically Learning Aim A & B: Examine professional practitioners' performance work and Exploring the interrelationships between constituent features of existing performance material.

Outcomes

Students will identify, describe and explain creative intentions for the professional works Thriller including: costumes, make-up, set design, lighting design, aural accompaniment, dancers & movement.

Depending on progress - Roles & responsibilities will be analysed looking at key skills of each role in the production of Thriller, who & how they work with others and how their work contributes to the purpose & theme.

Feedback and Assessment

Whole class feedback will be used in a combination of voice notes, powerpoint overlays with voice overs and trackers.

Students will also be provided with individual feedback when work is submitted.

Mini quizzes will be used as Do Nows recalling key information from Beyoncé professional work studied since October.

Additional Information

Students have been provided with a handbook with all sections included for them to complete. When work is set students are given WAGOLL examples, IDEAL structure & sentence starters to assist with their written work.

Maths

Work being set

All year 9 classes will be set work on Hegarty Maths and tasks will be based on recalling previously taught knowledge, predominantly from year 9 but also from Y7/8 in some cases. The topics will vary depending on class.

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

Additional opportunities are available for all students on the extension tab on OneNote.

Health and Social Care

Work being set

Students will continue to expand their understanding of development through the life stages. Last term we considered physical and intellectual development. This term we will focus on emotional and social development in childhood, adolescence and adulthood.

Outcomes

During the sequence of learning, students will identify and explain key terms, answer questions using independent research skills, complete reflective pieces of writing based on themselves and their own experiences and respond to a current case study and answer questions based on a video clip.

At the end of this learning outcome students will be given the choice of writing either a report, or developing a PowerPoint presentation that describes different areas of development across the life span.

Feedback and Assessment

Recall/retrieval mini quizzes will be held at the start of lessons with answers shared the following lesson.

Individual feedback will be given to students once weekly/ when each areas of development and all tasks are complete via email and where possible, comments attached to their work.

Whole class feedback on OneNote will share good practice/ areas for development.

Extended individual feedback with a DIRT task at the end of the learning outcome.

Additional Information

This work offers vital learning that links directly to coursework tasks that students will be asked to complete when we do return to school. Therefore, the more seriously students can take this work, the more likely they are to complete coursework quickly, giving them more time to concentrate on getting into higher mark bands.

PE

Work being set

Students will receive 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 to students.

GCSE and BTEC Drama

Work being set

Year 9 GCSE Drama students will be introduced to the component of Live Theatre which is a section of the written exam. Students will watch the production of 'Teechers' by John Godber which they have studied practically earlier on in the year and therefore they understand the story line and characters. Students will increase their knowledge on analysing and evaluating a performance by recalling the vocal and physical skills we have looked at, recalling the John Godber skills and increase their subject terminology.

Year 9 BTEC Drama students will be introduced to the element of live theatre which is crucial when it comes to evaluating their own performances. Students will gain a greater understanding into analysing and evaluating the actors from 'Teechers' by John Godber which they have already studied practically which will support their own skills and subject specific terminology when it comes to writing their own drama logs and evaluations throughout their coursework.

Outcomes

Students will choose elements from the live theatre performance and analyse this using subject specific terminology based on the actor's skills and will then finish with an evaluation. Students will also understand the structure of a live theatre response and will recall drama elements such as vocal and physical skills to support their essay.

Feedback and Assessment

Feedback will be given at the beginning of each week which will be taken from a sample of work. This will be done through audio over a power point slide or at times a video of Miss Morris just to support them further. Students will be expected to pay close attention to this feedback and use it within their Do Now task which will be a DIRT task.

Additional Information

Many links have been added to one note which will support students further with subject specific terminology.

Vocational Business and GCSE Business

Work being set

GCSE Business – This group will be revisiting core knowledge from their course over the year, they will be focusing on the recall and retrieval of some of the trickier topics that are covered in year 9, which need to be embedded successfully, as they are part of the sequence of learning in year 10:

- Market segmentation - How businesses use market segmentation to target customers: identifying market segments: location, demographics, lifestyle, income, age
- market mapping to identify a gap in the market and the competition.
- The competitive environment - Understanding the competitive environment:
- Strengths and weaknesses of competitors
- Business Revenues, Costs and Profits
- Break even analysis - Interpretation of break even diagrams
- Cash - The importance of cash to a business:
- Cashflow Forecast - Calculation and interpretation of cash-flow forecasts

Vocational Business: This group will be continuing with their coursework and this term we will be focusing on the following learning outcome: Be able to develop a brand identity and promotional plan to target a customer profile

Build a brand identity - What is a brand, what is branding used for, branding methods and techniques.

Plan brand ideas for your business challenge (where you have already designed your hats) – assess the appeal of brands to customers, research other brands, create a brand for your proposal.

Outcomes

Work for GCSE Business will be evident through completing different case studies examples and completing calculations on the different financial information through creating break even charts and also cashflow forecasts. Students will write written reports and create powerpoint presentations. Students will be focusing on using their skills for completing financial calculations and completing 'explain' and 'analyse' exam style questions.

Work for Vocational Business will be evident through independent writing tasks, as this is part of the coursework unit. This will be evident through reports and powerpoint presentations explaining what a brand is and why branding is so important for a business to know about and apply to their context. A mood board presentation will be created to show the proposal for their brand ideas for the hat designs that have previously been created and how they will make their customers aware of their brand. Students will be developing their analysis skills and applying knowledge to their hat designs that they have already completed.

Feedback and Assessment

Feedback will be provided through recall and retrieval quizzes through Do Now activities and exit tickets. Recall quizzes that can be used as part of self-assessment through Seneca and GCSE Bitesize. Mini assessments will be provided at the end of topics to check understanding. Whole class feedback sheets will be put on One Note 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 submitted via One Note or that has been emailed.

Vocational Business - this work forms part of the coursework unit and all this preparation work needs to be done, so it can be used when we are back at school and can complete the written up sections that will need to be completed.

Engineering

Work being set

Students in the Year 9 Engineering group will continue the research into legislation which needs to be considered during the engineering design process. This will then be followed with recall and further research into manufacturing methods which we have previously covered this year and there will be delivery of some new methods.

The information gathered during these lessons will have a huge impact on the exam unit (R105) and the first coursework unit (R106) which we hope to start as soon as we return. By completing this remote learning, students are building core knowledge whilst also preparing key research.

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 written a detailed point - evidence - explain paragraph on the topic that they have just researched/ revised.

Feedback and Assessment

The Do Now tasks will be planned to encourage recall and retrieval from the knowledge covered, however there will also be an end of topic quiz through microsoft forms, which will include some exam style questions. There will be 2 of these key quizzes during this next half term.

Students should provide the revision maps from the week on the Friday of each week. This will enable the class teacher to review and provide whole class feedback. During the end of topic quiz, 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. 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

There are extension tasks provided to further develop key knowledge on One Note.

English

Work being set

Week 1 and 2: All 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.

Week 3 - 6: All students will complete an activity booklet on the novel "A Christmas Carol". This is a KS4 text which students have already studied in class. This revision booklet provides development of key skills.

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

Outcomes

Week 1 and 2 all students will: collect new vocabulary, develop AO3 Victorian context, A01 inference skills and AO2 language and structure analysis reflected in the completion of extension tasks.

Week 2 – 6 all students will: develop AO1 retrieval and inference and skills, AO2 language skills, AO3 context in Victorian England. Students will complete an essay – "Starting with this extract, how does Dickens present Scrooge as an outsider to society?".

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

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 by students on a Friday. Read the Books takes place the Friday after.

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

Additional Information

Lessons for each day will be uploaded 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.

History

Work being set

Students will be continuing with their studies on Germany 1890-1945, the second unit of their GCSE studies. They will be looking at two different enquiry studies this half term:

1. Can you evaluate how Hitler became Chancellor in 1933?
2. Can you evaluate how Hitler established a dictatorship in Germany by 1934?

Outcomes

Students will go through different learning sections for each enquiry they study this half term. For the first enquiry, 'Can you evaluate how Hitler became Chancellor in 1933?' they will undertake the following:

1. How did the Great Depression affect Germany?
2. Why did the Nazi Party appeal to people in the Depression?
3. How did the use of propaganda increase support for the Nazis in the elections?
4. How did a political deal help Hitler become Chancellor?

Students complete a variety of activities when working their way through this enquiry including answering questions, making notes, completing source analysis on propaganda posters etc. This enquiry culminates with students answering a 12 mark exam question on what the main reason was why Hitler was able to become Chancellor.

For the second enquiry, 'Can you evaluate how Hitler established a dictatorship in Germany by 1934?', students will undertake the following learning sections:

1. What were Hitler's weaknesses as Chancellor?
2. Who was to blame for the Reichstag Fire?
3. What were the consequences of the Reichstag Fire?
4. What happened on the Night of the Long Knives?
5. What were the consequences of the Night of the Long Knives?

Students again complete a variety of activities when working their way through this enquiry including source analysis on the Reichstag Fire, question grid on the Night of the Long Knives etc. This enquiry culminates with the students answering a 12 mark exam question on what the main reason was why Hitler was able to establish a dictatorship.

History

Feedback and Assessment

Students will complete a mini quiz in the first lesson to recall what they have completed thus far in their Germany unit and a mini quiz following the completion of the first enquiry to assess their knowledge. Students will be able to self-assess these using answers sent through by Mr Padley or Miss Bushell. 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 uploaded on 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 to students following the completion of the content of an enquiry and before students complete their exam questions to address any misconceptions. 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 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 the Friday. Please email the class teacher when work is completed to receive answers directly to self-assess your work.

Hospitality and Catering

Work being set

Students will be completing a 'Menu planning project'.

Outcomes

Students will: Research different types of menu and service types used in Hospitality.

- Describe and show examples (pictures) of different Types of Menus.
- Explain the different Factors which need to be considered when Planning a menu
- Explain the different types of needs customers might have e.g age, religion ethics e.g. vegetarian / vegan, dietary requirements – gluten free, lactose free, low fat
- Explain the different types of food service, use of pictures to show examples of different types of service.
- Environmental Factors - Research how restaurants can be more environmentally friendly.
- Mock Unit 2 menu development for mock brief - Explain your choices for 2 dishes only – Discuss nutrition, meeting customer needs, environmental issues, how you have considered factors in menu planning. Create a Timeplan to make the 2 dishes with any suitable accompaniments within 3 hours. If possible cook dishes, ideally using your 3 hour timeplan, serve your dishes (restaurant style), take photos and include any taster feedback!

Feedback and Assessment

Weekly individual feedback will be given on work completed for written work and for final products created.

Research will involve retrieval of information from websites to support remote learning.

Mini quizzing may take place at the beginning of some lessons following on from the work submitted previously to ensure knowledge is embedded.

Additional Information

Completion of work needs to be submitted to Mrs Mowat at the end of each week to ensure work is being completed and feedback can be given.

Spanish

Work being set

Students will be studying the topic broadly referred to as 'free time', so will study elements such as: Sport, Food and Drink, TV, Music, Film and Cinema.

Outcomes

Students will be able to communicate in depth about their likes and dislikes with regards to music, film, TV, food and drink, and sports and other activities, as well as be able to identify others likes, dislikes and preferences. They will also be able to link their own habits to those of a typical Spanish person/ someone from the wider Spanish speaking world.

Feedback and Assessment

PowerPoints with correct answers to activities set will be distributed following the completion of a lesson, (e.g translations, reading comprehensions, constructive writing, listening activities, GCSE Style questions for reading and listening). Individual feedback will be given on activities where students are asked to write extended prose (of 40/90/150 words - GCSE Question) or of a translation in either direction (English into Spanish, or Spanish into English), as well as preparation for Speaking Exam Questions to refine quality.

Additional Information

Students will also gain knowledge of Spanish Customs and have an insight into festivals in the Spanish Speaking World - again a topic that will appear on the GCSE Paper.

German

Work being set

In German students will study Customs and Festivals. They 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 will take place every lesson. Students will create revision resources to help vocabulary "stick"; the teacher will give feedback on these methods. Immediate feedback will be received from online tools - Seneca Learning and Languages Online. Individual teacher feedback will be provided for written work.

Self assessment will take place 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

Students will 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. This research will be followed by Mock exam/ quiz test. Construction students will then move on to work based on the different stages of a construction development, from design to completion, followed by negative factors that can effect a construction.

Outcomes

Students will produce a reports about careers in construction - Professionals, technicians, craftspeople and Operative. They will create a flowchart depicting the hierarchical structures of construction careers. They will then take a test - Forms based. Students will then review their practical skills needed for exam based on, Bricklaying, Carpentry & Roofing skills. Video based.

Feedback and Assessment

Individual feedback will be provided on reports and quizzes/Mock Exams.

Additional Information

We aim to start the Practical Exam is soon as we are safe to do so.

Creative iMedia

Work being set

Students will be working on their R081 - Pre-production. Students will be working on theory material in preparation for the exam unit. Student will be taking this exam in the summer next year.

Outcomes

Students will produce revision style material that they will be electronically assessed on, similar to an end of topic test.

Feedback and Assessment

Individual feedback, whole class feedback and mini quizzes using Microsoft Forms will be used to provide feedback to students.

Additional Information

Videos will be produced for students to follow the lesson material and provide additional instruction.

Art

Work being set

Students will be starting to research and build up their GCSE Portfolio. The first project covers the starting point of 'Organic Forms'. This project is designed to introduce students to the 4 main areas of assessment for GCSE and forms the beginning of their portfolio.

Investigations into the work of others, building on the research techniques and presentation of information sourced.

The students will start on Assessment Objective 1 - Develop ideas through investigations demonstrating critical understanding of sources.

Outcomes

Recall and retrieve the knowledge gained when considering how the work of others can influence the development of your own work.

The students will receive an initial presentation with Audio looking at Organic forms and possible starting points and a list of Artist they could start to research, this is reinforced with a checklist.

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?

All of the above tasks will be broken down into lessons on OneNote.

Feedback and Assessment

The initial presentation on their chosen Artists will be given individual feedback reinforced with whole class WAGOLL and success criteria to develop self assessment.

Additional Information

Chosen Artists do not need to link directly to the Organic forms they have chosen to study. For example if the student chooses Fossils the Artist does not have to draw fossils, they can look at techniques, use of colour, the context and meaning of the Artwork such as neglect or preservation etc.

Science

Work being set

Year 9 students 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

Students 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 & 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

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.

Sports Studies

Work being set

Students will be studying Unit R051 - LO1- Issues which affect participation in Sport. They will look at the following

- Different user groups and the barriers to sport
- Solutions to the barriers
- Factors that impact on popularity of sport
- Current trends
- Growth of new and emerging sport

Outcomes

Students will: identify and explain issues which affect participation in sport and answer short and longer answered exam styled questions in an essay style.

Feedback and Assessment

Students will receive feedback as individuals where appropriate and whole class feedback will be provided after each longer answered question. Mini quizzes will be used throughout the LO for recall and interleaving of other topics already completed.