

Leadership absolutes

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area ____ Creative Arts - Art _____

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	Tonal Perspective – Tonal building drawing 1 and 2 point perspective – with 1 point perspective test.	Test piece assessed formally – assessment grid.	Verbal feedback. Written comment and E/D/S/M grade.	Verbal feedback. Copy of the comment and E/D/S/M grade.
Year 8	Mexican Day of the Dead a) Tonal skeleton puppet b) Decorated mask with patterns in style of Thaneeya McArdle Start of the Bugs project a) Drawing of a bug	Final piece for project so formal assessment piece = Assessment grid	Verbal feedback. Written comment and E/D/S/M grade.	Verbal feedback. Copy of the comment and E/D/S/M grade.
Year 9	Body Adornment a) Sailor Jerry presentation b) Student's own tattoo design c) Tonal drawing of a torso d) Drawing of a torso with the student's design added.	Final piece for project so formal assessment piece = Assessment grid	Verbal feedback. Written comment and E/D/S/M grade.	Verbal feedback. Copy of the comment and E/D/S/M grade.
Year 10	Mark Schwartz Shoe Project 1) Tonal drawing of a shoe from a photograph 2) Colour painting/tonal drawing of a shoe from a photograph. 3) Written analysis of a a Mark Schwartz shoe painting. 4) Experimentations with food colouring, coffee, paint, ink. 5) Development of drawings into a Mark Schwartz style shoe design stretched- one single shoe and a pair - with Colour added in the style of Mark Schwartz using: food colouring, coffee, paint, ink or even pencil crayon. Start of Portraiture a) Tonal drawings of features	a) Mark for drawings using GCSE criteria AO3 b) Mark for experimentation and development using GCSE criteria AO1/2	Verbal feedback during lessons. Written comments whenever work is sent in. Formal comment/ grade for a) Drawing AO3 b) Development AO1/2	Verbal feedback. Copy of the comment and mark/grade for each AO

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	b) Grid drawing of a face			
Year 11	Personal Project - Coursework a) Further observational drawings where needed. b) Development of own drawings using different techniques.	a) Mark for drawings using GCSE criteria AO3 b) Mark for experimentation and development using GCSE criteria AO1/2	Verbal feedback during lessons. Mark/grade for a) Drawing AO3 b) Development AO1/2	Verbal feedback. Copy of the comment and mark/grade for each AO
Year 12	Figure Drawing Mock Personal Investigation a) Observational drawings b) Sketchbook collages of photographs.	a) Mark for drawings using A level criteria AO1	Verbal feedback during lessons. Mark/grade for a) Drawing AO3	Verbal feedback. Copy of the comment and mark/grade for each AO
Year 13	Personal Investigation – Coursework a) Development of own drawings using different techniques linking to the artists studied and the students' own project.	Mark for experimentation and development using A Level criteria AO1/2	Verbal feedback during lessons. Mark/grade for a) Development AO1/ AO2	Verbal feedback. Copy of the comment and mark/grade for each AO

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area - Design Technology

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7 Materials Tech	Week 1 - 11.1.21 Project introduction/Body Adornment Design Brief and jewellery research Week 2 – 18.1.21 Primary research/Analysis Design specification Week 3 – 25.1.21 Rendering and colour theory Developing company/branding Week 4 – 1.2.21 Typography styles Graphics Week 5 – 8.2.21 Life Cycle Week 6 – 15.2.21 Pewter properties HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> -Rendering and colour theory/Developing company/branding -Life Cycle and Pewter properties	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams
Year 7 Textiles Tech	Week 1 - 11.1.21 Endangered animal theme poster & research Week 2 – 18.1.21 Dieter Braun artist analysis and drawing Week 3 – 25.1.21 Fibres - natural and man-made Tatty Devine artist study Week 4 – 1.2.21 Fabric production Paper weaving	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> Artist Analysis and drawing – Dieter Braun / Tatty Devine	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams

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	Week 5 – 8.2.21 Design ideas Layout and composition Week 6 – 15.2.21 Final design for pencil case HT – 22.2.21			
Year 7 Food Tech	Week 1 - 11.1.21 Health and safety Week 2 – 18.1.21 Food hygiene Competition introduction Week 3 – 25.1.21 Weighing and measuring Flapjack recipe – Sensory Analysis Week 4 – 1.2.21 Fruit and vegetables Food as fuel Fruit salad Week 5 – 8.2.21 Seasonal Ingredients Celebrity menu Nutrients Week 6 – 15.2.21 Eatwell Plate Mid-term assessment – test HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> Online quiz / test – to be created Food hygiene 4C's Nutrients Eatwell	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams
Year 8 Materials Tech	Week 1 - 11.1.21 Electronics Energy – Renewable and Non Renewable Week 2 – 18.1.21 Design Brief/Specification Research and analysis Access FM – night lights Week 3 – 25.1.21 Sustainable materials	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> -Sustainable materials Plastics/packaging	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams

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	Plastics/packaging Week 4 – 1.2.21 Timber Plastics Week 5 – 8.2.21 Rendering techniques Week 6 – 15.2.21 Graphics and logo design Typography HT – 22.2.21	-Graphics and logo design Typography		
Year 8 Textiles Tech	Week 1 - 11.1.21 Artist analysis Week 2 – 18.1.21 Mark-Making Week 3 – 25.1.21 Portrait drawings Week 4 – 1.2.21 Repeat patterns Week 5 – 8.2.21 Selfie design and annotation. Week 6 – 15.2.21 Development of repeat patterns for selfie background. HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> Artist analysis and drawing. Selfie design.	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams
Year 8 Food Tech	Week 1 - 11.1.21 Project introduction – Multi-cultural Week 2 – 18.1.21 French Foods – Patisserie Bread-Making Week 3 – 25.1.21 Nutrients Eatwell Guide Week 4 – 1.2.21 Italy Cultural foods	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> Online quiz / test to be created Multi-cultural foods Nutrients Eatwell Guide	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams

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	Pizza Week 5 – 8.2.21 The four C's Bolognese Week 6 – 15.2.21 Indian Cultural Foods Chicken Tikka Masala Safe Food Storage HT – 22.2.21	Safe food storage		
Year 9 Photography	Week 1 - 11.1.21 Manipulating photos in the style of Edward Weston using PowerPoint Week 2 – 18.1.21 Research and analysis of the Photographer Lucy Shires Week 3 – 25.1.21 Photo shoot or man made texture Manipulation of photo using PowerPoint Week 4 – 1.2.21 Observational drawing of man made textures from photo manipulations Week 5 – 8.2.21 Presentation and annotation of photo manipulations Documentary photography introduction and research Week 6 – 15.2.21 Photoshoot – Documentary Photography HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> -Research and analysis of the Photographer Lucy Shires -Presentation and annotation of photo manipulations	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams
Year 9 Textiles	Week 1 - 11.1.21 No Lessons Week 2 – 18.1.21 Romare Bearden – Artist Analysis Collage – Drawing with Scissors Week 3 – 25.1.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u>	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams

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	<p>No Lessons</p> <p>Week 4 – 1.2.21</p> <p>Repeat patterns – Surface Pattern design</p> <p>Origami Shirt</p> <p>Timorous Beasties interior design.</p> <p>Week 5 – 8.2.21</p> <p>No Lessons</p> <p>Week 6 – 15.2.21</p> <p>Fashion Messages – Research Inspiration board</p> <p>HT – 22.2.21</p>	<p>Bisa Butler Collage page (completed before lockdown)</p> <p>Artist analysis and drawings</p>		
Year 9 Engineering Design	<p>Week 1 - 11.1.21</p> <p>Woods and plastics theory</p> <p>Week 2 – 18.1.21</p> <p>No lessons</p> <p>Week 3 – 25.1.21</p> <p>Design cycle</p> <p>Basic isometric drawing</p> <p>Week 4 – 1.2.21</p> <p>No lessons</p> <p>Week 5 – 8.2.21</p> <p>Inclusive design and user needs</p> <p>Materials rendering</p> <p>Week 6 – 15.2.21</p> <p>No lessons</p> <p>HT – 22.2.21</p>	<p>Do Now – quizzes</p> <p>Plenary – quizzes</p> <p>Peer/self-assessment</p> <p><u>Written feedback/Assessment</u></p> <p>Theory test – questions from R105 on topics covered</p> <p>Isometric drawing</p>	<p>Written/verbal through teams and sharepoint</p>	<p>Publish HT plan</p> <p>Text message</p> <p>Messages in teams</p>
Year 9 Hospitality and Catering	<p>Week 1 - 11.1.21</p> <p>Re-cap Introduction to project theme</p> <p>Week 2 – 18.1.21</p> <p>Food hygiene</p> <p>Health and Safety</p> <p>Food storage</p> <p>Week 3 – 25.1.21</p> <p>No Lessons – only teach week B</p>	<p>Do Now – quizzes</p> <p>Plenary – quizzes</p> <p>Peer/self-assessment</p> <p><u>Written feedback/Assessment</u></p> <p>Food hygiene</p> <p>Health and safety</p> <p>Food storage</p>	<p>Written/verbal through teams and sharepoint</p>	<p>Publish HT plan</p> <p>Text message</p> <p>Messages in teams</p>

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	Week 4 – 1.2.21 Introduction to bread and pastries Week 5 – 8.2.21 No Lessons - only teach week B Week 6 – 15.2.21 Seasonal foods and functions of ingredients. HT – 22.2.21			
Year 10 Photography	Week 1 - 11.1.21 Virtual/online portfolio Documentary photography introduction and research Documentary photographer research and analysis Week 2 – 18.1.21 Documentary photography – individual idea development Photoshoot Planning Week 3 – 25.1.21 Photoshoot 1 Annotating photos Selecting favourites and annotating Week 4 – 1.2.21 Observation drawing – my surroundings Week 5 – 8.2.21 Final photos presentation Week 6 – 15.2.21 Introduction to new project HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> -Documentary photography introduction and research Documentary photographer research and analysis -Photoshoot 1 Annotating photos Selecting favourites and annotating -Final photos presentation	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams Individual email
Year 10 Textiles	Week 1 - 11.1.21 Upload and explain online portfolio Written annotation extended to include visual elements. Week 2 – 18.1.21 Design ideas – drawing techniques.	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u>	Written/verbal through teams and sharepoint Individual comments added to online files and individual	Publish HT plan Text message Messages in teams Individual email

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	<p>Design ideas – use of colour and annotation. Week 3 – 25.1.21 Design ideas – drawing techniques. Design ideas – use of colour and annotation. Individual feedback Week 4 – 1.2.21 Introduction of fabric manipulation techniques. Artist Research Artist Analysis. Week 5 – 8.2.21 Introduction of Fashion Messages Theme Research of theme linked to structures. Creation of mood board. Week 6 – 15.2.21 Drawings from mood board Feedback from work to improve over half term. HT – 22.2.21 Portfolio improvements.</p>	<p>AO1 / 2 / 3 - Written feedback and assessed current grade. 3 x artist analysis Design ideas Smocking, tucks, weaving samples and development.</p>	<p>Teams appointments to discuss.</p>	
<p>Year 10 Engineering Design</p>	<p>Week 1 - 11.1.21 Intro to project inc. design Brief, task analysis and mood board - R106 Week 2 – 18.1.21 Product analysis – primary (x2) and secondary (x2) - R106 Week 3 – 25.1.21 Commercial production/scales of production - R106 Week 4 – 1.2.21 Manufacturing processes - R106 Week 5 – 8.2.21 Safety and legislation – signs and symbols - R106 Week 6 – 15.2.21 Product end of life cycle and 5 Rs. - R106 HT – 22.2.21 Complete ALL worksheets for above</p>	<p>Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> <ul style="list-style-type: none"> Task analysis and mood board Product analysis worksheets (x2) Commercial production worksheet Manufacturing processes worksheet Safety worksheet </p>	<p>Written/verbal through teams and sharepoint</p>	<p>Publish HT plan Text message Messages in teams Individual email</p>

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		• 5 Rs worksheet.		
Year 10 Hospitality and Catering	Week 1 - 11.1.21 Unit 1 LO2 Week 2 – 18.1.21 Unit 1 LO2 Week 3 – 25.1.21 Unit 1 LO2 Week 4 – 1.2.21 Unit 1 LO3 Week 5 – 8.2.21 Unit 1 LO3 Week 6 – 15.2.21 Unit 1 LO3 HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> LO1/2/3 - Exam style test to form a working at grade.	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams Individual email
Year 11 Graphics	Week 1 - 11.1.21 Research and analysis – AO1 Week 2 – 18.1.21 Research and analysis – AO1 Week 3 – 25.1.21 Recording and observations – AO3 Week 4 – 1.2.21 Recording and observations – AO3 Week 5 – 8.2.21 Idea development – AO1/2 Week 6 – 15.2.21 Idea development – AO1/2 HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> -Research and analysis -Recording and observations	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams Individual email
Year 11 Engineering Design	Week 1 - 11.1.21 Exam prep and revision Week 2 – 18.1.21 R107/R106 Week 3 – 25.1.21 Tinker cad lesson	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u>	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams Individual email

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	Week 4 – 1.2.21 R105 theory – anthropometrics/ergonomics R107/R106 one to one support with students Week 5 – 8.2.21 R107/R106 Week 6 – 15.2.21 R105 theory – smart and modern materials R107/6 one to one support HT – 22.2.21	Individual feedback on work for R107/R106 and updating tracker R105 exam questions		
Year 11 Hospitality and Catering	Week 1 - 11.1.21 Unit 2 LO1 Mock assignment brief Progress to be reviewed weekly Week 2 – 18.1.21 Unit 2 LO1 Mock assignment brief Week 3 – 25.1.21 Unit 2 LO2 Mock assignment brief Week 4 – 1.2.21 Unit 2 LO2 Mock assignment brief Week 5 – 8.2.21 Unit 2 LO3 Mock assignment brief Week 6 – 15.2.21 Unit 2 LO3 Mock assignment brief HT – 22.2.21	Do Now – quizzes Plenary – quizzes Peer/self-assessment <u>Written feedback/Assessment</u> Unit 2 LO1/2/3 Assessed grade to be given based on coursework exemplars.	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams Individual email
Year 12 Product Design	Week 1 - 11.1.21 Recall the specific properties of materials and develop a comprehensive understanding of their use in product design SPR - design influences, styles and design movements	Do Now – quizzes Plenary – quizzes Peer/self-assessment	Written/verbal through teams and sharepoint	Publish HT plan Text message Messages in teams Individual email

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	<p>Week 2 – 18.1.21 The mass of the material in a standard volume of space Fusibility, Magnetism, Corrosion, electrical properties, electrical insulation, thermal properties, optical properties.</p> <p>SPR – Designers and their work – understanding the work of specific product designers</p> <p>Week 3 – 25.1.21 Metals and woods</p> <p>SPR – the iterative design process – considering the different approaches to user centred design.</p> <p>Week 4 – 1.2.21 Polymers, papers and boards</p> <p>SPR – Technology and cultural impact on design – socio economic influences.</p> <p>Week 5 – 8.2.21 Smart materials</p> <p>SPR – Technology and cultural impact on design – technological developments</p> <p>Week 6 – 15.2.21 Classification of smart materials and new materials</p> <p>SPR – Technology and cultural impact on design – social, moral and ethical issues.</p> <p>HT – 22.2.21</p>	<p>Written feedback/Assessment Individual feedback on modelling using MDF. Constant feedback in class on formal drawing skills, rendering, sketching.</p> <p>-Presentation of chosen design movement – individual verbal feedback -Study of a product designer – individual written feedback -Exam questions on technological and cultural impact – self assessment and written feedback</p>		
Year 13 Product Design	<p>Week 1 - 11.1.21 Fusion 360 intro Developed design ideas</p>	<p>Do Now – quizzes Plenary – quizzes</p>	<p>Written/verbal through teams and sharepoint</p>	<p>Publish HT plan Text message Messages in teams</p>

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Week 2 – 18.1.21 One to ones with students on coursework Fusion 360 design tasks – 3d printing Week 3 – 25.1.21 Live modelling demo – card One to ones with students Week 4 – 1.2.21 Final design idea – CAD Orthographic drawing with dimensions Week 5 – 8.2.21 One to ones with students Checklist - research/ design/ modelling Week 6 – 15.2.21 Materials research Materials theory – individual to students HT – 22.2.21	Peer/self-assessment Written feedback/Assessment individual based on coursework progress – design develop and modelling.		Individual email
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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area – Digital Technology - CS

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	Week 1 - 11.1.21 What is a Computer? Week 2 – 18.1.21 What's inside a computer Week 3 – 25.1.21 Mid-Topic Assessment Week 4 – 1.2.21 The CPU Week 5 – 8.2.21 Bits and Bytes (Binary) Week 6 – 15.2.21 End of topic assessment HT – 22.2.21	Two assessments: Mid-Topic long answer exam style question and an end of topic test	The mid-topic assessment is formative with www, ebi and progress task. The end of topic test is a marked summative synoptic assessment with brief teacher comment.	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.
Year 8	Week 1 - 11.1.21 What is Cryptography? Week 2 – 18.1.21 Number & Caesar Ciphers Week 3 – 25.1.21 Mid-Topic Assessment Week 4 – 1.2.21 Pigpen & Morse Code Week 5 – 8.2.21 Mobile phone & combining ciphers Week 6 – 15.2.21 End of topic assessment HT – 22.2.21	Two assessments: Mid-Topic long answer exam style question and an end of topic test	The mid-topic assessment is formative with www, ebi and progress task. The end of topic test is a marked summative synoptic assessment with brief teacher comment.	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.

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Year 9	Week 1 - 11.1.21 Operating Systems Week 2 – 18.1.21 Utility Software Week 3 – 25.1.21 Application Software Week 4 – 1.2.21 Computers and the law Week 5 – 8.2.21 Computers and the environment Week 6 – 15.2.21 End of topic assessment HT – 22.2.21	A short end of sub-topic test Week 3. Then a longer mini online synoptic exam based on the OCR entry level qualification	Graded tests, and teacher feedback on progress, effort and grade. Verbal feedback of classwork during live remote lessons due to worksheets being completed on OneNote	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.
Year 10 CS	Week 1 - 11.1.21 The Internet Week 2 – 18.1.21 Python Programming Week 3 – 25.1.21 Networks and Packets Week 4 – 1.2.21 Python Programming Week 5 – 8.2.21 Network Security Week 6 – 15.2.21 Python Programming HT – 22.2.21	Marked python programming tasks. End of half-term synoptic assessment on Internet & Networks	Graded tests, and teacher feedback on progress, effort and grade. Verbal feedback of classwork during live remote lessons due to worksheets being completed on OneNote	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.
Year 10 Imedia	Week 1 - 11.1.21 – Complete test table & review for R082 Week 2 – 18.1.21 – Walk through Mock exam R081 (part 1) Week 3 – 25.1.21 - Walk through Mock exam R081 (part 2) Week 4 – 1.2.21 – Mock test with guided feedback (open book)	Walk through assessment Open book assessment Controlled Mock assessment	Each mock will have feedback on their work in class notebook. Group discussion during live lessons. Feedback on any emailed/posted work Directed revision topic	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.

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	Week 5 – 8.2.21 – Mock test under exam conditions Week 6 – 15.2.21 – Focus on long questions answers (9 – 12 markers) HT – 22.2.21			
Year 11 CS	Week 1 - 11.1.21 Long Answer GCSE exam Assessment Week 2 – 18.1.21 The Internet Week 3 – 25.1.21 Networks and Packets Week 4 – 1.2.21 Network Security Week 5 – 8.2.21 GCSE questions on Networks Assessment Week 6 – 15.2.21 Binary & Hexadecimal recap HT – 22.2.21	Three marked GCSE exam questions to aid teacher assessed GCSE grade.	Graded tests, and teacher feedback on progress, effort and grade. Verbal feedback of classwork during live remote lessons due to worksheets being completed on OneNote	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.
Year 11 Imedia	Week 1 - 11.1.21 – Complete test table & review for R082 Week 2 – 18.1.21 – Walk through Mock exam R081 (part 1) Week 3 – 25.1.21 - Walk through Mock exam R081 (part 2) Week 4 – 1.2.21 – Mock test with guided feedback (open book) Week 5 – 8.2.21 – Mock test under exam conditions Week 6 – 15.2.21 – Focus on long questions answers (9 – 12 markers) HT – 22.2.21	Walk through assessment Open book assessment Controlled Mock assessment	Each mock will have feedback on their work in class notebook. Group discussion during live lessons. Feedback on any emailed/posted work Directed revision topics	All assessment and feedback is done on Teams in Assignments. Progress tasks will be done in remote lessons.
Year 11 NFCE	Week 1 - 11.1.21 Intro to teams, using tools and techniques Intro to mock controlled assignment Week 2 – 18.1.21	Controlled assessment tasks broken down into 3 separate assessment activities.	Throughout each task students will receive feedback on their class notebook (One note) work.	All assessment and feedback is done on Teams in Assignments. Progress tasks

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	Task 1 controlled assignment – Planning documents Week 3 – 25.1.21 Task 1 - controlled assignment – Planning documents Week 4 – 1.2.21 Task 2 controlled assignment – create media product Week 5 – 8.2.21 – Task 2 controlled assignment – create media product Week 6 – 15.2.21 – Task 3 controlled assignment - Review HT – 22.2.21	Task 1 – 36 marks Task 2 – 45 marks Task 3 – 9 marks		will be done in remote lessons.
Year 12 BTEC IT	Week 1 - 11.1.21 Completion & Hand-in of Unit 3 Learning Aim A Week 2 – 18.1.21 Interim Feedback of Unit 3 Learning Aim A Week 3 – 25.1.21 Improvement and re-submission of Unit 3 Learning Aim A Week 4 – 1.2.21 Introduction to Unit 3 Learning Aim B Week 5 – 8.2.21 Draft plans for Social Media campaign for Learning Aim B Week 6 – 15.2.21 How to set up an effective social media campaign HT – 22.2.21	Interim and final marks provided for Unit 3 Learning Aim A	Verbal and informal written feedback in class and on Teams Assignment.	All assessment and feedback is done on Teams in Assignments.
Year 13 CS	Week 1 - 11.1.21 CPU & LMC Exam Question Assessments Week 2 – 18.1.21 Project Week 3 – 25.1.21 Relational Databases Week 4 – 1.2.21 SQL & Normalisation Week 5 – 8.2.21	Marking of Project Analysis and Design. A Level exam questions regularly set to aid teacher assessed A Level grade.	Verbal and formal written feedback on project during class and on Teams Assignments.	All assessment and feedback is done on Teams in Assignments.

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	Project Week 6 – 15.2.21 Databases & Internet/Network Exam Question Assessments HT – 22.2.21			
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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area Drama

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	<ul style="list-style-type: none">Romeo and Juliet – plot, characters, key themes.Students will complete creative tasks (script writing and creating a puppet show) and performance tasks (performing extracts from the play)There will be an assessment of the knowledge students have developed.	Written evaluation (simplified version of previously planned written assessment with more focus on knowledge, rather than skills).	Written feedback (via TEAMS) on evaluation tasks submitted	Students will be made aware L5 that they will be completing an assessment L6.
Year 8	<ul style="list-style-type: none">Developing an understanding of the purpose and process of ‘improvisation’.Students will develop their own script (using the process) which follows a character being stranded on a desert island.Students will focus on creative tasks (script writing and character development).There will be an assessment of the knowledge students have developed.	Written evaluation (simplified version of previously planned written assessment with more focus on knowledge, rather than skills).	Written feedback (via TEAMS) on evaluation tasks submitted	Students will be made aware L5 that they will be completing an assessment L6.
Year 9	<ul style="list-style-type: none">Discussion and analysis of Physical Theatre skills and techniquesSpecific reference to the play ‘The Curious Incident of the Dog in the Night time’.	Written evaluation (simplified version of previously planned written assessment).	Written feedback on work submitted	Written feedback on work submitted.

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	<ul style="list-style-type: none"> Assessment of learning of the above. 		Verbal whole class feedback on learning/live lesson.	
Year 10	<p>Comp 2: Developing skills and techniques. Dancers: Warm up/The Greatest Showman - learning rep. Actors: Warm up/Blood Brothers/Girls like that – learning scripted rep.</p> <p>Comp 1: Exploring the Performing arts Teechers play script – examining actors roles, production roles, links between constituent features, context etc.</p>	<p>Comp 2: Can't assess as it is performance based – unless we can get permission for students to record themselves. The written element has been taken out of this unit for this cohort due to covid.</p> <p>Comp 1: PowerPoint presentation.</p>	<p>Written feedback on work submitted.</p> <p>Verbal whole class feedback on learning/live lessons.</p>	Written feedback on work submitted for Comp 1.
Year 11	<p>Comp 3 – Exam brief set by Pearson in January (2021).</p> <p>Discussions and mind maps, Monologues/solos – devising independently, practitioners' work, ideas log (booklet involving written topics).</p>	Written booklet.	<p>Written feedback on work submitted</p> <p>Verbal whole class feedback on live learning.</p>	Written feedback on work submitted.
Year 12				
Year 13				

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback**Subject Area ENGLISH**

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	Lord of The Flies	Writing assessment: Writing from the perspective of Ralph, describe a day on the island. Deadline for marking 27 th January.	Feedback from teachers either returned on the Word document sent from students, or in an email if students take a photo of their work. The will have a WWW and EBI and a whole class progress task completed remotely.	Students told via remote lessons and parents told via text message.
Year 8	Dodger	Writing assessment: Writing from the perspective of Dodger, describe a day in London as a tosher. Deadline for marking 12 th Feb.	Feedback from teachers either returned on the Word document sent from students, or in an email if students take a photo of their work. The will have a WWW and EBI and a whole class progress task completed remotely.	Students told via remote lessons and parents told via text message.
Year 9	Noughts and Crosses	New topic – there will be feedback on a task completed	Feedback from teachers either returned on the Word document sent from students, or in an email if students take a photo of their work. A whole class progress task to be completed remotely.	Students told via remote lessons and parents told via text message.
Year 10	A Christmas Carol	GCSE question Starting with this extract, explore how Dickens presents Scrooge's fears in A Christmas Carol.	Feedback from teachers either returned on the Word document sent from students,	Students told via remote lessons and parents told via text message.

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		Deadline for marking 24 th Feb	or in an email if students take a photo of their work. The will have a mark out of 30, a WWW and EBI and a whole class progress task completed remotely.	
Year 11	Romeo and Juliet	GCSE question Starting with this extract, explore how Shakespeare presents the male characters in Romeo and Juliet? All students assessed 22 nd Feb Deadline for marking 10 th March	Feedback from teachers either returned on the Word document sent from students, or in an email if students take a photo of their work. The will have a mark out of 30, a WWW and EBI and a whole class progress task completed remotely.	Students told via remote lessons and parents told via text message.
Year 12	Literature – The Great Gatsby and Othello Language - Textual variations and representations	Year 12 will be assessed on one topic area.	Feedback from teachers either returned on the Word document sent from students, or in an email if students take a photo of their work. The will have a WWW and EBI and a whole class progress task completed remotely.	Students told via remote lessons and parents told via text message
Year 13	NEA	Year 13 staff are currently working on the NEA with students to be used as evidence, as requested by Ofqual and AQA. Language NEA to be completed by TBC. Literature NEA to be completed by TBC.	Feedback and progress tasks on mock exams have already happened remotely and feedback on NEAs happens as an ongoing expectations.	This is ongoing and students have small tutorials via Teams and 3CX.

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area ____Humanities____

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	G – What Shapes the World H – Life in Medieval England	Assessment week – Forms (a selection of multiple choice and a few longer)	Whole class feedback	As normal following the school and then communicated the parents via PCE
Year 8	G – Climate H – British Empire	In lessons using forms for knowledge checking, some submitting of longer answers	Whole class feedback Feedback sent via emails and Teams	Following the normal marking policy for Humanities (would this be shared as a whole school concept)
Year 9	G – Risk Ready H – British Empire	In lessons using forms for knowledge checking, some submitting of longer answers	Whole class feedback Feedback sent via emails and Teams	Following the normal marking policy for Humanities (would this be shared as a whole school concept)
Year 10	G – Hot Deserts and Starting Economic World H – USA: Opportunity and Inequality B - Comp1 - LA A and B HSC – Comp 1, LAB	In lesson using forms for knowledge checking and submitting of exam questions Will be some sort of forms activity for end of unit Coursework	Whole class feedback Feedback sent via emails and Teams Individual feedback where appropriate.	Following the normal marking policy for Humanities (would this be shared as a whole school concept)
Year 11	G – Rivers/ Resources H – Medicine Through Time Mastery B - NEW UNIT – COMP 2 – LA A HSC – Comp 3 (exam) / Comp 2 LAB TT – Component 3 Assignment A	In lesson using forms for knowledge checking and submitting of exam questions Will be some form of forms activity for end of unit Coursework	Whole class feedback or feedback on assignment following BTEC guidelines Individual feedback on exam questions (saved for evidence of grade) Feedback will follow official BTEC/Pearson rules. Feedback	Following the normal marking policy for Humanities (would this be shared as a whole school concept) Would this need adapting after we have further guidance on grading Might need to post assignment home for students/parents to

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		Assignment to be handed out Jan 18 th via Team – Deadline is 26 th Feb (BTEC) START COURSEWORK W/C 18 th Jan – DEADLINE END OF HALF TERM FOR LA A (Bus)	on official BTEC PPW signed by Teacher and student.	understand it is a formal assessment.
Year 12	G – Coasts and Globalisation H – USA-1865-90 The Reconstruction Era and the Gilded Age (JEL) The Origins of the English Civil War (BME) P – Research methods S – NCO – Education CHO – Families and Households Cr – Finishing CA notes Exam Unit, LO1 and 2 HSC – Unit 1 (LAB), Unit 12 LAB/C B - UNIT 1 – LA A and B – finish – start LA C	Submission of exam style answers Knowledge checks via forms Coursework/ CA notes	Individual marked work and whole class feedback Bus - INDIVIDUAL - LA A and B WHOLE CLASS – LA C	Following the normal marking policy for Humanities (would this be shared as a whole school concept)
Year 13	G – Carbon, Superpowers, NEA H – USA-1945-1975 (JRA) and England 1642-1669- Radicalism, Republic and Restoration (NMO) P – Issues and Debates/ Schizophrenia S – NCO – Crime and Deviance CHO Beliefs in Society Cr – CA (LO2/3), Unit 4 (LO3) HSC – Unit 5 (LAB/D), Completion of exam Unit B - NEW UNIT – UNIT 8	Submission of exam style answers Knowledge checks via forms Coursework/ CA notes	Individual marked work and whole class feedback	Following the normal marking policy for Humanities (would this be shared as a whole school concept) Would this need adapting after we have further guidance on grading

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area _____ **MATHS** _____

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?		What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	Finishing Unit 2 work and moving on to Unit 3 (Essential Maths BK SoW)	Students across all the Key Stages are being encouraged to provide evidence of their work after a lesson, by uploading the documents they can edit or by taking photographs of their work and uploading to	Unit 1 & Unit 2 learning (Term1 and Term2) online test. This has been based upon the core essentials maths books. Teachers will adapt the tests for Sets 5 and Nurture Groups	The assessment will be automatically marked using Forms and Teachers will feedback about specific questions/areas. Feedback through ClassCharts (stamps); Students will be awarded a percentage score; Areas of strength and to improve will be identified.	Percentage or so many out of returned to parents and students during parents evening (28/01/21)
Year 8	Finishing Unit 2 work and moving on to Unit 3 (Essential Maths BK SoW)		Trialling End of Unit Test with Yr7 (w/c 18/01/21). If successful, then we will apply the same strategy to Yr8 and Yr9 testing WC 1 st Feb Aim is to create smaller (mini/reflection) tests after topics. At the end of the Term, to create a larger test which will consolidate all the topics covered in the six weeks.	The assessment will be automatically marked using Forms and Teachers will feedback about specific questions/areas. Feedback through ClassCharts (stamps); Students will be awarded a percentage score; Areas of strength	Immediate score feedback to students (as done in Teams as a Quiz). Percentage grade only to be awarded; students will receive feedback on the areas they need to improve.

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		<p>Teams or emailing to their teachers.</p> <p>We are looking at using Class Notebook as the place to store all students' work as an online exercise book. (ongoing process)</p>	These are already created but will need adapting to be input using Teams and used as a quiz.	and to improve will be identified.	
Year 9	Moving on to Unit 3 (Essential Maths BK SoW)			The assessment will be automatically marked using Forms and Teachers will feedback about specific questions/areas. Feedback through ClassCharts (stamps); Students will be awarded a percentage score; Areas of strength and to improve will be identified.	
Year 10	Continuation of SoW Higher – Property of polygons; Circle theorems ... Found - Area and Volume; Pythagoras Theorem.		Reflection grids normally completed after a topic of work – we are looking at how we can transfer these to an online platform (Geometry topics may prove more difficult to do!) Collection of starter scores as usual	The assessment will be automatically marked using Forms and Teachers will feedback about specific questions/areas. Feedback through ClassCharts (stamps);	
Year 11	Adapted SoW (modified based on QLA from November Mocks) Each class has an individual SoW to follow, with additional new learning being pushed to top set groups.		In addition to students evidencing their work in lessons, reflection grids to be completed – still looking at the strategy to be able to do this. Small tests (after a topic) Vs Larger test which could cover more content and test the retention of students' knowledge - poss using a mix of both or giving after 2 units and mix of exam style questions.	Classwork that is submitted should be looked over by the teacher with comments through teams/emails to students where necessary. Quizzes are automarked and students can receive a	<p>Staff are contacting HoY with any concerns over lack of engagement (registers are only capturing attendance).</p> <p>In some cases, direct contact to parents being made.</p>

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				score feedback immediately.	
Year 12	Completion of Pure Maths Year 1 Content, moving on to Stats/Mechanics which will be split between LBO and ZKN.		Ongoing online chapter tests (Kerboodle); Written test will need to be completed and emailed/submitted back into Teams by students for teacher marking	Online test – students will automatically receive a percentage result via Kerboodle. Written work will need to be graded by teachers.	Students will be informed of any assessments by teachers during lessons and in the Class Posts on Teams.
Year 13	Completion of Pure Maths Content (Chp15 and 16); Revision of Yr1 Stats module and Start of Yr2 Stats Module.		Ongoing online chapter tests (Kerboodle); Written test will need to be completed and emailed/submitted back into Teams by students for teacher marking	Online test – students will automatically receive a percentage result via Kerboodle. Written work will need to be graded by teachers.	Students will be informed of any assessments by teachers during lessons and in the Class Posts on Teams.

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback**Subject Area MUSIC**

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	World Music – Gamelan and Indian Completion of Gamelan, Indian Music. Developing listening and Appraising skills through TRIADS	TM (Forms). All students will be completing Forms to accompany performance work.	Verbal feedback linked to the shared assessment criteria (as close to lesson format as possible)	Ongoing discussions with students regarding current attainment. Teams/Classcharts could be appropriate platforms to record this.
Year 8	Hooks and Riffs Performance of standard Hooks and Riffs Composition of Hooks and Riffs Developing listening and Appraising skills through TRIADS	TM (Forms). All students will be completing Forms to accompany performance work.	Verbal feedback linked to the shared assessment criteria (as close to lesson format as possible)	Ongoing discussions with students regarding current attainment. Teams/Classcharts could be appropriate platforms to record this.
Year 9	Film Music Performance of well-known themes. Composition of own Riffs, Cluster, Pedal to be used with given Film. Developing listening and Appraising skills through TRIADS	TM (Forms). All students will be completing Forms to accompany performance work.	Verbal feedback linked to the shared assessment criteria (as close to lesson format as possible)	Ongoing discussions with students regarding current attainment. Teams/Classcharts could be appropriate platforms to record this.
Year 10	Music Industry Music Sequencing Developing a Music Product	Forms Quiz with grades Completion of workbooks Presentation of Ideas	Verbal feedback linked to the shared assessment criteria	Ongoing discussions with students regarding current attainment.

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		Developing listening and Appraising skills through TRIADS TM (Forms). All students will be completing Forms to accompany performance work.	Live marking – show and tell (presentation style) Written feedback where appropriate Plan-do-review	Teams/Classcharts could be appropriate platforms to record this.
Year 11	Component 3 – Responding to the given brief from Pearson Jan 2021	Presenting Ideas of Developing listening and Appraising skills through TRIADS TM (Forms). All students will be completing Forms to accompany performance work.	Verbal feedback linked to the shared assessment criteria Live marking – show and tell (presentation style) Written feedback where appropriate. Plan-do-review	Ongoing discussions with students regarding current attainment. Teams/Classcharts could be appropriate platforms to record this.

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback

Subject Area Physical Education

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	All core PE groups are following 2 options: 1.) Physical and well-being workouts – practical 2.) Rules and regulations of key sports - theory	No formal assessment of these areas as the ability of students to perform / record will be mixed. The key factor is that the students are active. The theory booklets (mainly completed by the KW/VL can be assessed (when completed) by PE staff in school.	NA	NA
Year 8	All core PE groups are following 2 options: 1.) Physical and well-being workouts – practical 2.) Rules and regulations of key sports - theory		NA	NA
Year 9	All core PE groups are following 2 options: 1.) Physical and well-being workouts – practical 2.) Rules and regulations of key sports - theory		NA	NA
Year 10	All core PE groups are following 2 options: 1.) Physical and well-being workouts – practical 2.) Rules and regulations of key sports - theory		NA	NA
Year 11	All core PE groups are following 2 options: 1.) Physical and well-being workouts – practical 2.) Rules and regulations of key sports - theory		NA	NA
Year 10 BTEC	Components of Fitness, Fitness testing, Normative Data, Methods and Principles of Training	In lessons: informal responses via the 'chat' option Students to complete work and email to teachers, feedback provided. Formal assessment via Google Forms in final week of half term	Formative feedback provided via email for work sent in and for Google Form assessment Verbal feedback provided in lessons	Formal feedback to students via email. It is likely that the C2 exam will be cancelled. Information would need to be provided on this, rather than the grade
Year 11 BTEC	Skills and qualities of a leader, planning a successful coaching session	Coursework element, work assessed by TSH & GBO. Formative 'mini assessments' set to ensure CW elements	Lesson by lesson feedback on CW.	Students provided with info verbally and via email. If any issues with progress, parents to be contacted.

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		completed to time scale / assessment plan	Feedback given verbally and via email following each mini-deadline.	Once sampling has been completed, we can communicate assessment info to parents.
Year 12 Btec Nat	U1 – Diet U2 – Respiratory system	Formative assessment via Google Forms w/c 25.1.21	Formative feedback via verbal and email	As with Y10, the exam is likely to be cancelled. Students and parents to be informed of this and next steps.
Year 13	U3 – Professional Development U4 – Planning an effective coaching session	Formative 'mini assessments' set to ensure CW elements completed to time scale / assessment plan	Feedback given verbally and via email following each mini-deadline.	Students provided with info verbally and via email. If any issues with progress, parents to be contacted. Once sampling has been completed, we can communicate assessment info to parents.

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Jan 11th – February 12th – Remote Learning, Assessment and Feedback**Subject Area SCIENCE**

Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 7	Earth: Earth Resources Organisms: Movement Matter: Particles	<ul style="list-style-type: none"> • CMPs • Yr 7 Mini test / Assessment (mainly MCQ) on Assignment (FORMS) <p>Mini test on: acids and alkalis, speed and energy</p>	<p>At least on 2 things:</p> <p>1x CMP (ideally forms on Assignment on TEAMS) and</p> <p>1 x Assessment on a few topics on Forms (Assignment)</p>	Parents evening 28 th Jan
Year 8	Energy: Energy Costs Reactions: Reactions of metals Energy: Heating and Cooling	<ul style="list-style-type: none"> • CMPs • Yr 8 Mini test / Assessment (mainly MCQ) on Assignment (FORMS) <p>Mini test on: Period table from last term, this term metals and non metals</p>	<p>At least on 2 things:</p> <p>1x CMP (ideally forms on Assignment on TEAMS) and</p> <p>1 x Assessment on a few topics on Forms (Assignment)</p>	Tbc
Year 9	Reactions: types of Reactions to complete Energy: Energy Costs Genes: Evolution Genes: Inheritance	<ul style="list-style-type: none"> • CMPs • Yr 9 Mini test / Assessment (mainly MCQ) on Assignment (FORMS) <p>Mini test on: Photosynthesis Types of reaction Energy costs</p>	<p>At least on 2 things:</p> <p>1x CMP (ideally forms on Assignment on TEAMS) and</p> <p>1 x Assessment on a few topics on Forms (Assignment)</p>	Tbc

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Year Group	Explicitly what topics will be taught up to Feb Half term	How will you assess this half terms learning?	What feedback will students receive?	How do you intend to communicate this explicitly to students and parents?
Year 10	LTP followed Trilogy: C5 Energy Changes B6 Inheritance Variation and Evolution Some groups need to do more consolidation B3 infection and response.	CMPs for the topics GCSE POD and / or Kerboodle assignments	At least on 3 things: 1x CMP (ideally forms on Assignment on TEAMS) and 1 x GCSE POD assignment 1 x longer style 6 mark question	Tbc
Year 11	LTP followed: Trilogy: C9 Chemistry of Atmosphere P6 Waves Some groups need to do more consolidation of B5 Homeostasis and Response.	CMPs for the topics GCSE POD and / or Kerboodle assignments	At least on 3 things: 1x CMP (ideally forms on Assignment on TEAMS) and 1 x GCSE POD assignment 1 x longer style 6 mark question	Tbc
Year 12	BIO- VMA- Exchange and transport- heart and circulation, AMA- Exchange and transport CHEM- MRA- Energetics, LBL- Kinetics & Equilibria PHYS- CCM- Mechanics: Force, MHU- Mechanics: Materials BTEC- MIB- Unit 1, AMA- unit 12	Mini tests End of topic tests Record in usual way on KS5 data spreadsheets in	Score on test with annotations on questions they got wrong DIRT time to improve areas of weakness	% mark and grade for any end of topic tests Overall average grade based on all tests completed so far
Year 13	BIO- AWL- Populations in ecosystems, VMA- Gene Technology CHEM- MRA- Organic, LBL- transition metals & aqueous ions PHYS- CCM- Fields: magnetic, MHU- Nuclear physics BTEC- JLE & VWI- Unit 12 MS- Unit 4 VMA & unit 1 revision, PWA Unit 6	Mini tests End of topic tests	Score on test with annotations on questions they got wrong DIRT time to improve areas of weakness	% mark and grade for any end of topic tests Overall average grade based on all tests completed so far

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