

Year 7: Term 6 Teaching and Learning Plan

Subject	Plans for interactive teaching	Plans for assessment and feedback
RE	<ul style="list-style-type: none"> • All lessons set with audio/video. Introduction recorded on Loom and posted on google classroom. • A “tutorial” Q+A session on work set per fortnight open to whole year group with blurb (will be recorded, you should ask questions via the chat function, your video and sound should be turned off). 	<ul style="list-style-type: none"> • Knowledge and fact based learning assessed through weekly Google Form / Socratic quizzes. • Deeper understanding assessed through written assessments.
English/ Drama	<ul style="list-style-type: none"> • Project work will be given audio instructions to help clarity for students. • A “tutorial” Q+A session will be available on work set per fortnight. • Collaborative tasks will be set for students to complete and present via live sessions. 	<ul style="list-style-type: none"> • Weekly feedback will be given on completed comprehension tasks. • Assessment will be in the form of a series of comprehension questions for students to respond to. • Short quizzes will be set to help identify areas for development in the next academic year.
DT	<ul style="list-style-type: none"> • Work set through Edulink and monitored, submitted and marked through Google Classroom. • Project booklet set with 3 projects, 1 project to be completed per fortnight (3 lessons) with comments and feedback given for each project with students encouraged to respond to comments. Students have choice of which project to choose and each project contains practical activities and theory work. • Google Meet live lesson at end of term to share practical work. • Instagram gallery showing exemplar projects. 	<ul style="list-style-type: none"> • WWW and HTI feedback through comments • Marked out of 3 (1=Surpass, 2=Exceed, 3=Meet) • Tracked across Google Classroom Mark Book • Google Meet Live Lesson for sharing feedback
DT Food & Nutrition	<ul style="list-style-type: none"> • Set practical task fortnightly for their 1 lesson, submitting photos of work completed 	<ul style="list-style-type: none"> • WWW and HTI feedback through comments

<p>French</p>	<p>Theme: Hobbies – what you do at the weekend/ during lockdown revising present tense verbs, time phrases, connectives, reasons and opinions.</p> <ul style="list-style-type: none"> ● optional drop ins (recorded and work still set) ● aiming to deliver 1 live session per fortnight dependent on timetable and family commitments ● recorded ppts/tutorials where they hear the teacher’s voice and can stop and complete exercises and listen again for the answers. ● Worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work. ● links to videos and cultural capital ● virtual classrooms with links for enrichment ● Seneca/ Kerboodle assessed work ● Shared assignments with names and students write their comments. ● Students making their own quizzes. ● Group work – needs to be structured and help given. 	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● speaking and writing posted through assignments on google classroom and feedback given by teacher ● Seneca/ Dynamic learning assessed work ● Shared assignments with names and students write their comments. ● Students making their own quizzes ● Teacher sends written and recorded spoken feedback eg. Castify ● Questions and quizzes in google classroom, Pear Deck
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<p>German</p>	<p>Theme: School, focus on present tense, time phrases, connectives, reasons and opinions.</p> <ul style="list-style-type: none"> ● Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include: ● optional drop ins (recorded and work still set) ● aiming to deliver 1 live session per fortnight dependent on timetable and family commitments. ● recorded ppts/tutorials where they hear the teacher's voice and can stop and complete exercises and listen again for the answers ● worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work. ● links to videos and cultural capital ● virtual classrooms with links for enrichment ● Seneca/ Kerboodle assessed work ● Shared assignments with names and students write their comments. ● Students making their own quizzes. ● Group work – needs to be structured and help given. 	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● speaking and writing posted through assignments on google classroom and feedback given by teacher ● Seneca/ Dynamic learning assessed work ● shared assignments with names and students write their comments ● students making their own quizzes ● teacher sends written and recorded spoken feedback eg. Castify ● questions and quizzes in google classroom, Pear Deck
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Spanish	<p>Theme: Hobbies - revising present tense verbs, time phrases, connectives, reasons and opinions.</p> <ul style="list-style-type: none"> ● Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include: ● optional drop ins (recorded and work still set) ● aiming to deliver 1 live session per fortnight dependent on timetable and family commitments ● recorded ppts/tutorials where they hear the teacher's voice and can stop and complete exercises and listen again for the answers ● worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work ● links to videos and cultural capital ● virtual classrooms with links for enrichment ● Seneca/ Kerboodle assessed work ● shared assignments with names and students write their comments ● students making their own quizzes ● group work – needs to be structured and help given 	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● speaking and writing posted through assignments on google classroom and ● feedback given by teacher ● Seneca/ Dynamic learning assessed work ● shared assignments with names and students write their comments ● students making their own quizzes ● teacher sends written and recorded spoken feedback eg. Castify ● questions and quizzes in google classroom, Pear Deck
History	<ul style="list-style-type: none"> ● Online worksheets on the Tudors which are to be completed either as individual tasks, or as groups when the opportunity arises. ● Online lessons to check context. 	<ul style="list-style-type: none"> ● Glossary Test ● Monitoring of student progress through either online lessons, or by worksheets to be completed on google classroom.

Geography	<p>Continuing with:</p> <ul style="list-style-type: none"> ● Loom / Screencastify videos to accompany each lesson / series of lessons. <p>In addition:</p> <ul style="list-style-type: none"> ● Regular live lessons. These do not detract from GC set work, but instead act as extra support and add a level of interactivity. Lessons will be in a timetabled slot (alternating groups) but open to all of the year group. If useful, recordings will be shared on GC. ● Group work which includes collaboration and peer / group assessment. ● Use of Google Quizzes to support interactivity and diagnostic assessment. ● Lesson activities set up to encourage discussion. 	<ul style="list-style-type: none"> ● One 1 hour assessment set within a lesson (in a two week cycle), completed entirely on Google Forms, as M/C and short answer, focusing on Geographical Skills and Y7/8 powerful knowledge. ● A video feedback session for each assessment will be made available to all students once it has been completed and marked, along with targeted improvement tasks.
PE	<ul style="list-style-type: none"> ● A weekly quiz will be uploaded to their Google Classroom. 	<ul style="list-style-type: none"> ● Google classroom assignments built around topic areas, longer assessed answers created and feedback initiated as a result. ● Assessment will primarily be self-assessed and will allow students to relate their knowledge and progress against GCSE requirements.

KS3 Science	<ul style="list-style-type: none"> • Where possible and appropriate, small simple practical work can be set to do at home. • Interactive live kahoots using Google Meets as the method of sharing. Teachers narrate over and give instant feedback on the quiz questions. • Detailed and recorded feedback between teacher and student will use Educake • A virtual resource lab will be set up via Google Classroom. • The use of presenting apps such as Explain Everything and Castify. • Socrative is another interactive quizzing app that will be developed. • Quizizz and Peardeck will also be developed. 	<ul style="list-style-type: none"> • The Department will continue to assess at the same stages of learning prior to school closure (twice per topic). One knowledge test via Educake will be completed and a skills development activity. Once a quiz has been completed the student can reflect upon their progress stating WWW and HTI and again the teacher is able to respond to these individually. Educake also has the feature of voluntary re-testing. • Skills assessments will still be completed. We will use a range of techniques to assess such as self-marking using exemplar pieces of work and peer marking by pairing up students to exchange work. There will also be teacher marking for some tasks. • Low stakes testing can be completed using Bitesize tests. Students can submit their scores via google forms or email to their teacher.
Maths	<ul style="list-style-type: none"> • Teachers to set up google classrooms and google meet so that they can arrange drop ins as and when required. • Teachers to respond to children who submit scores on additional papers. • Teachers to respond to queries submitted on Hegarty Maths. 	<ul style="list-style-type: none"> • Fortnightly 5 questions set and submitted via google classroom on a range of topics • Ongoing Hegarty assessment
Art	<ul style="list-style-type: none"> • Work submitted on google stream for peer and teacher assessment /feedback 	<ul style="list-style-type: none"> • Weekly update on what activity students should be doing • Regular feedback is via email or through Google Classroom • Work submitted on google stream for peer and teacher assessment /feedback
Music	<ul style="list-style-type: none"> • Ternary Form Project looking at Prokofiev's 'Lieutenant Kije's March' • Practical recording tasks set via Google Classroom with scores and recording instructions provided • One listening task worksheet via YouTube or Spotify 	<ul style="list-style-type: none"> • Students will be encouraged to upload their recorded work onto Google Classroom for teacher/peer feedback. • One listening assessment to be completed on Google Classroom and marked by the teacher.

Computer Science	<p>Project work:</p> <ul style="list-style-type: none">● All lessons posted on google classroom with a diary/blog document to be completed. Students to document the stages of development with short notes as to what they enjoyed and what they found difficult.● Scratch programming challenge can be completed in group or independently.● Challenges are split into difficulties for students to choose from.● Introduction to Scratch, for those who haven't used it, is included in short videos	<ul style="list-style-type: none">● Documents will be checked periodically for progress. Any issues/questions should be posted on google classroom where students can also respond. Google Meet sessions can be held upon request if struggling.
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