

Year 8: 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 intro recorded on Loom and posted on google classroom • A “tutorial” Q+A session on work set per fortnight open to whole year group (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 a written assessments.
English/Drama	<p>Project work:</p> <ul style="list-style-type: none"> • Video blogs are available to help set up creative project work. • Google classroom drop- in sessions will be available if any support is re-quired in implementing the project. • An end of project google meet will be held where students will present their work and receive feedback from their peers and teachers. 	<ul style="list-style-type: none"> • Weekly feedback will be given on completed comprehension tasks. • Student assessment will be in the form of a comprehension based exam where students will read and respond to a provided extract. • Short quizzes will be set to help identify areas for development in the next aca-demic year.
DT	<ul style="list-style-type: none"> • Set through Edulink and monitored, submitted and marked through Google Classroom • Project work set fortnightly with pages monitored and marked each cycle • 2 Google Meet live lessons this term to share work • Project to be presented either after summer or when back in school • Use of narrated screencasts to provide direction for work 	<ul style="list-style-type: none"> • WWW and HTI feedback through comments • Tracked across Google Classroom live document sharing • Google Meet live lesson to share feedback

<p>DT Food & Nutrition</p>	<ul style="list-style-type: none"> ● Set theory and practical work fortnightly, submitting photos of practical work and documents for theory. Encouraged to respond to comments. ● 2 Google meets this term to discuss progress and share feedback. ● Videos made and set for guidance on practical work. 	<ul style="list-style-type: none"> ● WWW and HTI feedback through comments ● Marked out of 3 (1=Surpass, 2=Exceed, 3=Surpass) ● Tracked across Google Classroom Mark Book
<p>French</p>	<p>Theme:</p> <ul style="list-style-type: none"> ● mastering present, perfect and near future tenses. Describing people using adjectival agreement. ● Optional drop ins (recorded and work still set). <p>Aiming to deliver 1 live session per fortnight.</p> <ul style="list-style-type: none"> ● 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/Kerboodle 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

<p>German</p>	<p>Theme: Home and the area you live in. Present tense, word order, time phrases, connectives, reasons and opinions.</p> <p>Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include:</p> <ul style="list-style-type: none"> ● optional drop ins (recorded and work still set) ● aiming to deliver 1 live session per fortnight ● 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 ● Kerboodle assessed work ● shared assignments with names and students write their comments ● students making their own quizzes <p>group work – needs to be structured and help given</p>	<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 ● shared assignments with names and students write their comments ● students making their own quizzes ● teacher sends written questions and quizzes in google classroom.
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<p>Spanish</p>	<p>Theme: Hobbies - revising present tense verbs, time phrases, connectives, reasons and opinions.</p> <p>Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include:</p> <ul style="list-style-type: none"> ● optional drop ins (recorded and work still set) aiming to deliver 1 live session per fortnight ● 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/ Kerboodle 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>Theme: Local government and elections: destruction and excavation of Pompeii. Dative case, recap of grammar and language covered this year.</p> <p>Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include:</p> <ul style="list-style-type: none"> ● optional drop ins (recorded and work still set) aiming to deliver 1 live session per fortnight ● 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 translation, comprehension, grammar and cultural work ● links to videos and cultural capital ● virtual classrooms with links for enrichment ● shared assignments with names and students write their comments ● students making their own quizzes <p>Group work – needs to be structured and help given.</p>	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● written tasks posted through assignments on google classroom and feedback given by teacher ● 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
Latin	<ul style="list-style-type: none"> • Setting up of a political party for context of the 19th Century where students can work independently or as groups. • Online lessons to help progress and also to create debate on the topics we are covering. 	<ul style="list-style-type: none"> • Glossary Test on whole years' vocabulary, which is at the back of each student's exercise book to complete. • Monitoring of student progress through either online lessons, or by worksheets to be completed on google classroom.
History		

<p>Geography</p>	<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 (aim for once a week). These do not detract from GC set work, but instead act as bonus 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.
<p>PE</p>	<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.

<p>KS3 Science</p>	<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.
<p>Maths</p>	<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.
<p>Art</p>	<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.

<p>Music</p>	<ul style="list-style-type: none"> • Swing Music Project looking at Count Basie's 'Jumpin' at the Woodside' • 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.
<p>Computer Science</p>	<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.