

Year 10: 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. • Aim for some live lessons planned 2/3 of the remaining lessons. To include interactive questions, written work, team tasks e.g. lesson end question with multiple choice answer. Use of old school wipeboard. • 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). • A group task built into learning each week to encourage peer to peer support. 	<ul style="list-style-type: none"> • Knowledge and fact based learning assessed through weekly Google Form quizzes. • Exam workbooks to extend most able as challenge tasks. • Each lesson submitted google workbooks. • Deeper understanding assessed through a one hour 2,5, 8 and 15 mark assessments on Islamic Teachings.
English/Drama	<ul style="list-style-type: none"> • Continuation of Lord of the Flies scheme of work. • Group work/student collaboration on course content. • Video blog guides and interactive content will be provided to aid students. • Live drop-in sessions will be available for students to support. <p>Drama</p> <p>- Live sessions will be held to support study of exam content</p>	<ul style="list-style-type: none"> • Students will complete a series of comprehension questions based on an extract from Lord of the Flies. • Individual communication of feedback will be given to students • Live feedback and drop in sessions will also be available for improvement work <p>Drama</p> <p>- Students will complete a written paper based on Component 3 of their exam focus-ing on DNA by Dennis Kelly.</p> <p>- Live feedback session will be given alongside written individual feedback</p>

DT	<ul style="list-style-type: none"> ● Mock NEA up until 13th June, set individual pages. ● Google Meet live lesson to discuss plans for term in first week. ● Real NEA pages set per week. ● Google Meet drop in's each week and live explanations of each page. ● Use of narrated screencasts to provide direction for work ● 	<ul style="list-style-type: none"> ● WWW and HTI feedback through comments weekly on live document papers. ● Tracked across Google classroom live document sharing. ● Seneca tests on Core Theory set fortnightly. ● Mock given over Summer to get used to layout and questions. ● Google Meet live lessons to share feedback and discuss concerns ●
DT Food & Nutrition	<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. ● Live lesson on Google Meet every Tuesday. ● 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 ● Google Meet live lessons to share feedback
Physics	<ul style="list-style-type: none"> ● Teachers available for questions via email/Edulink. ● A variety of methods will be trialled to encourage interactive teaching including kahoots and encouraging group work and collaboration. ● Students will receive feedback from teachers on their end of year assessments. 	<ul style="list-style-type: none"> ● Self-marking online Educake quizzes provide students with instantaneous feedback on their own progress and provide teachers with knowledge of some level of student understanding and engagement. ● End of topic assessments conducted, students self mark and marks collected through google forms/emailed. enables student self reflection and shows teachers levels of student engagement. ● 60 minute end of year assessment will be conducted end of June/start of July and submitted for marking. Feedback given to whole class via email or video/google meets

<p>Business & Economics</p>	<p>The contact for students in KS4 Business is based on one subject teacher and two groups with 5 contact lessons per cycle.</p> <ul style="list-style-type: none"> • All lessons set for the week to have audio/video (loom/screencastify – max 5 minutes) intro recorded linked to the resources being used for the current content – PowerPoint. Posted via the weekly work on google classroom. • One scheduled time slot per cycle (per group) for live contact through google meet to give feedback on learning from previous cycle, any assessment/question generic feedback and to explain fully the requirements of the work for the coming cycle of lessons. • One tutorial Q & A session open to both groups per cycle using google classroom meet per fortnight • A group task (2+) built into at least one piece of work over the cycle (5 lessons) to encourage peer to peer co-operation/support 	<ul style="list-style-type: none"> • Topic notes are submitted and are reviewed each cycle via google classroom. Feedback will be given on the quality and detail of the notes made in relation to the expected standard for a GCSE student. • Knowledge and fact based learning will be assessed weekly through the use of Google Form quizzes – providing instant feedback. • Over a cycle students will have at least one examination style assessment questions to complete to demonstrate their application and analysis skills Questions will be set in a google form format so that when marked feedback can be provided using the google comments – individually. • Deeper understanding will primarily be assessed this term through an end of year assessment, based upon questions from a past paper. The assessment will be set for a timed period within a lesson slot for each group. The groups will have a different paper. A live feedback session for this assessment will be scheduled for the students of each group once it has been completed and marked. This will be followed up by a live directed teacher intervention session for those student who did not perform to their expectations/ targets. There will also be an opportunity for any student to ask individual questions and provide personal verbal feedback via a scheduled live ‘drop in’ session after the other sessions have been completed.
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<p>Latin</p>	<p>Theme: Revision of Book 3 and Roman Britain Civilisation</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) ● Future Learn Rome course and sharing ideas on google classroom 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 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 ● 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. ● Students posting paragraphs to google classroom about their thoughts on the week’s civilisation content and teacher comments on what has been written. ● 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>Formal Assessment:</p> <p>Revision week - 22.6. No directed work, just revising for exam.</p> <p>Week beginning Monday 29th June(Week 1)</p> <p>Wednesday 1st July. Translation and Comprehension 1. 45 mins 12.10-1.10pm.</p> <p>Friday 3rd July. Translation and Comprehension 2. 60 mins 12.10-1.10pm.</p> <p>Monday 6th July. Civilisation. 60 mins. 12.10-1.10pm.</p>
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<p>Spanish</p>	<p>Theme: free time and activities linked with friends and family</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 <p>Formal Assessment: Week revision from the 30th to the 7th of July 8th of July formal assessment: Listening, Translation, 90 words 8.50 to 9.50</p>
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<p>German</p>	<p>Theme: Finish the topic of holidays and then school following assessment.</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 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/ 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>Formal Assessment: Revision week commencing 22nd June. Formal assessment on Tuesday 30th June 8.50am-9.50am. Listening, reading and writing on all topics covered in year 10.</p>
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<p>French</p>	<p>Theme: technology</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 <p>Formal Assessment: Week revision from the 22nd to the 29th of June- 30th of June formal assessment: Listening, Translation, 90 words. 8.50 to 9.50</p>
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MFL		<p>Options Subjects: For options subjects the situation is more complex due to the number of different subjects on timetable simultaneously. Where subjects only have one teaching group they should use timetabled slots for tasks. Where subjects have multiple teaching groups they should use a lesson slot where at least one group has a lesson. Any timed assessments should then be recorded in the Google Document that I have generated and made available for HoDs to edit. The link is: https://drive.google.com/open?id=1LzkoAEpn4KDmqFAKkmSdUTuq7Q-paccrK9GmmqTE1H0</p>
History	<ul style="list-style-type: none"> • One lesson per fortnight live through google meet to give feedback on learning from previous cycle and explain work for next fortnight. Or for drop in sessions. • Use of online worksheets. • Use of online videos to give context. 	<ul style="list-style-type: none"> • EOTT 10th June • Mini Quizzes on new content. • Online worksheets to be completed by the students on the new topic of the Middle East and also for the coursework that will be monitored by the classroom teacher.

Geography	<p>Continuing with:</p> <ul style="list-style-type: none"> • Loom / Screencastify videos to accompany each lesson / series of lessons. <p>Continuing with / adding in:</p> <ul style="list-style-type: none"> • Regular live lessons (aim for one 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 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. • Lesson activities set up to encourage discussion. • Increased use of regular quizzes as knowledge checks & retrieval practice. • Use of Quizizz to encourage interaction, and competition 	<ul style="list-style-type: none"> • Two 1 hour assessments set with a 24 hour window on GC. Set within a period of revision and review lessons. • Assessments will be a combination of multi choice and short answer knowledge-based checks of case study and concept plus a small number of explain / evaluate 4/6/9 markers. <p>There is not a huge emphasis on exam technique - rather we are using these to assess understanding .</p> <ul style="list-style-type: none"> • 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 and guidance for further study and “gap filling” over the summer.
PE	<ul style="list-style-type: none"> • Lesson through presented PowerPoint and the quiz to test understanding (Everlearner) • Additional material and tasks on google classroom • Live topic introduction lessons • Live revision lesson • Live lesson. Groups of students to lead the session and present back to rest of the class(me) 	<ul style="list-style-type: none"> • Data from completed quizzes - Everlearner • Live feedback lesson through tests - Everlearner • Comments (written & verbal) on submitted work. – Google classroom • Live review lessons to facilitate future planning
Chemistry	<ul style="list-style-type: none"> • One lesson per fortnight live through google meet, focus tbc. 	<ul style="list-style-type: none"> • Knowledge and fact based learning assessed through weekly Educake quizzes. • 1 hour timed assessments to be teacher marked, with class feedback.

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"> • One non-calc timed assessment (60 mins) • One calc timed assessment (60 mins) • Ongoing Hegarty assessment
Biology	<ul style="list-style-type: none"> • One lesson per fortnight live through Google Meet to give feedback on learning from previous cycle and explain work for next fortnight. • Google Meet to provide live Kahoot with feedback after every question. 	<ul style="list-style-type: none"> • Knowledge and fact based learning assessed through weekly Google Form quizzes. • Frequent use of Educake followed by teacher feedback on individual questions and performance. • End of year exam on everything covered so far. All students to take this at the same time. Individual feedback via Google Classroom.
Art	<ul style="list-style-type: none"> • Weekly google classroom drop- ins if any support is required. • Google meet where students present their work and get feedback from their peers and teachers. 	<ul style="list-style-type: none"> • Weekly update on design process and where students should be. • Regular feedback is via email or through Google Classroom. • Students working towards a resolved piece (5 hours) as part of the timed activity, this will be formally assessed and used to support predicted Level.
Music	<ul style="list-style-type: none"> • Analysis of GCSE Listening Set Works – ‘Samba Em Preludio’ by Esperanza Spalding (DG) and ‘Music for a While’ by Henry Purcell (LMS) • Student analysis questions set via Google Classroom and with use of Focus On Sound, an interactive online music resource • Tests to check student understanding of the set work analysis 	<ul style="list-style-type: none"> • Set work analysis document provided with teacher model answer document for self-assessment. • Listening/knowledge tests to be completed on Google Classroom and marked by the teacher. • Set work past paper exam questions set via Google Classroom in lieu of Yr10 exam and marked by teacher.

Computer Science	<p>All lessons posted on google classroom.</p> <ul style="list-style-type: none"> ● Students to walk through PowerPoints and write Cornell notes, paingy particular attention to keywords and definitions. ● Students to complete all worksheets ● Drop in session each Friday on Google Meet, code is available on each classroom banner. 	<p>Knowledge and fact based learning assessed through marked worksheets handed in on google classroom with feedback on improvements to be made.</p> <ul style="list-style-type: none"> ● End of topic assessment at the end of the unit
Psychology & Sociology	<ul style="list-style-type: none"> ● Aim to increase chances for group work ● Make greater use of shared documents where students can all contribute to a resource or feedback 	<ul style="list-style-type: none"> ● Continue with usual assessment plan - one extended piece of writing and end of topic test per topic ● Tests are loaded on a Friday and students have 24hrs to complete and return. Individual feedback provided by the teacher. ● Essays are set at the start of the week and students have until Friday to complete and submit