

Year 11 Remote Learning – January 2021

What will my child be learning during the period of remote learning? Why has the School chosen this topic?	What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?	When and how will my child receive feedback on their work?	How will my child be taught remotely?
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English

<p>This term, students would have been studying their post-1914 play, 'An Inspector Calls'.</p> <p>Whilst at home, students will focus on revision of their 19th century text: either 'A Christmas Carol' or 'Jekyll and Hyde'. The October mocks indicated that this is an area requiring specific revision for the year group.</p> <p>As students have studied the text before, and recently experienced the mock exam questions, working on this text will be familiar. This is an excellent opportunity for students to develop, refine and embed their knowledge.</p>	<p>Students will have two 'live' lessons with their class teacher per week of approximately 30 minutes. They will have three separate Powerpoints to work through each week. Each Powerpoint will begin with a Do It Now task and contain key information from the text, a range of recall tasks, and exploratory questions. There will be suggested time limits at the top of each slide. You can support your child by checking they understand the main points around characters, plot, themes and the marking criteria for this question (both section A and section B). This information can be found in their Google Classroom.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> • What happens at _____ point in the text? • What is (character) like and what part does (character) play in the plot? • What were Stevenson's/Dickens' key messages (these are themes)? • Which quotations can you fully remember/partly remember? Can you improve by fully learning the partial ones and adding a few more to your memory bank? • Can you summarise the text in fifty word or less? • Can you give me an example of the writer using a particular literary technique? • Can you link the characters to themes and events? (Mind maps are particularly effective for this. Refer here http://www.mindmapinspiration.com/drawing-a-mind-map-from-start-to-finish/ for guidance). 	<p>Students should submit one piece of extended writing per week. This will always be the main task from the third lesson. Students should expect group feedback the following week. Individual feedback will follow.</p> <p>Students will be expected to complete all tasks in all Powerpoints. A final task will be set of an extended piece in preparation for an assessed question on return to school. If lockdown is extended beyond this week, they will have three Powerpoints as opposed to two.</p> <p>When they return to school, students will complete an assessed, 40 mark, transactional writing question in exam conditions.</p>	<ul style="list-style-type: none"> • One 'live lesson' per week. This will cover the week's learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work. • Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat. • A list of websites and online resources that can be used for additional support. • Bespoke Powerpoints • The websites shared via Parentmail before the break are very useful for all revision and include Seneca, Sparknotes and BBC Bitesize for Edexcel. We will also provide optional stretch tasks and suggested reading, should your child choose to develop their subject knowledge even further.
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Maths

<p>Over the next two weeks students will continue to work through their bespoke condensed curriculum.</p> <p>Each has its own bespoke programme of study that was created following the mock exams to give students chance to address their individual misconceptions and development needs.</p> <p>Students have been following their condensed curriculums since November half term and will continue to do so until the end of half term.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Powerpoint or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths. The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions. • Recorded teaching (Google Classroom) - a mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Powerpoints/ resources. • Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.
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Science

<p>The Nervous System and Hormones - How does our body respond to the surroundings to keep us safe? How are internal conditions kept constant despite changes caused by what we eat? How is fertility regulated?</p> <p>These are questions that students will learn to answer as they study the nervous and hormonal systems of the body. This is a Biology unit that is assessed at GCSE in Paper 2. It has been chosen because it is readily studied remotely due to concepts that are tangible and relate to familiar rather than abstract ideas. Whilst we will make links to prior learning in Biology, such as Digestion and Circulation, little prior knowledge is required to access and understand these topics. Most of this is new learning, and forms one of two final units the students will study on the GCSE course. This unit was initially postponed due to last year's lockdown.</p> <p>Students will learn the names of structures and chemicals involved in communication within the body. They will also learn how to explain how the body responds to change as they develop their long answer response skills. They will be guided by quizzes to check their recall of key ideas and become familiar with how to tackle common exam questions.</p>	<p>Lessons will follow the new school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Powerpoint which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete. Students should spend approximately 50 minutes on each lesson. For most lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.</p> <p>Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. Can they give an example of a reflex action and give a step-by-step description of how it works? Can they name a hormone and give 3 facts about it?</p> <p>Triple Science - Forces and motion What are Newton's Laws? How do they apply to the physical world around us? What equations are needed to calculate forces? These are questions that students will learn to answer as they study the forces and motion of the physical world. This is a Physics unit that is assessed at GCSE in Paper 2. It has been chosen as it was started in lesson last term and needs to be completed. Once the concepts are understood this topic just requires practice making it easier to access then most for online learning.</p> <p>Parents - for triple students describe different forces, what equations are used?</p> <p>Each lesson the will be materials posted online in the form of Powerpoint and support materials created by staff.</p> <p>The students have access to the following websites that will be used students have their logins:</p> <p>www.gcsepod.com www.senecalearning.com www.kerboodle.co.uk</p>	<p>Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson, some of which will have an exam-style nature and will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Powerpoint.</p> <p>In this half of term, students will be given opportunities to get feedback both by comparing their own exam answers against a past mark scheme (self-assessment) and by teacher marking of exam-style questions with a comment on how to improve further.</p> <p>While we wait for more details of the alternative assessment approach to this summer's GCSEs, students should continue to study and revise in Science.</p>	<p>During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will be one live lesson each week, at times below. Details of this will be posted in the Google Classroom. A link will appear shortly before the lesson is due to commence. Due to Mr Pitcock's commitments with Lateral Flow testing, both classes will be taught by Mr Budden. Students in 11xSci will need to join the 11iSci classroom for this to happen – details of how students can do this will be on the students' existing Science Google Classroom.</p> <p>11 Triple – Mr Connell-Smith Friday; Period 3</p> <p>11A – Mr Mynott Thursday; Period 1</p> <p>11M1 – Miss Miller First week: Thursday; Period 1 Then: Monday; Period 3</p> <p>11M2 – Miss Page Thursday; Period 1</p>
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MFL - French

<p>After analysis of the mock results we will be looking at the following:</p> <ol style="list-style-type: none"> Mock reflection – looking at common errors and misconceptions that occurred in the writing mocks and Vocabulary – focus on common words from the mock exams Listening and reading: gaps were identified in the following topics:- <table border="1" data-bbox="114 560 624 780"> <thead> <tr> <th>Foundation</th> <th>Higher</th> </tr> </thead> <tbody> <tr> <td>L'environnement</td> <td>Environment</td> </tr> <tr> <td>Jobs</td> <td>School</td> </tr> <tr> <td>Le mariage</td> <td>Le mariage</td> </tr> <tr> <td>School</td> <td>Healthy living</td> </tr> <tr> <td>Techonology</td> <td>Homelessness</td> </tr> <tr> <td>Food/ eating out</td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> Focus on improving writing over a variety of different topics 	Foundation	Higher	L'environnement	Environment	Jobs	School	Le mariage	Le mariage	School	Healthy living	Techonology	Homelessness	Food/ eating out		<p>Live lessons:</p> <p>11A Monday; Period 1</p> <p>11B Monday; Period 5</p> <p>Independent learning:</p> <p>11A Monday; Period 2 Tuesday; Period 3</p> <p>11B Monday; Period 6 Tuesday; Period 4</p> <p>There will be a Do It Now task and then a series of tasks covering the 4 skills of listening, reading, writing and speaking on the topics listed above. Students will work independently in 2 of their 3 lessons and then during their live lesson we will go over the work they have completed in order to check understanding.</p>	<p>During the live lesson students will self-mark reading and listening tasks completed during independent lessons.</p> <p>Written tasks will need to be submitted via Google classroom for written feedback against the GCSE criteria.</p>	<ul style="list-style-type: none"> Students will have access to the teacher during their live lesson and for a period at the beginning of the lesson during independent work (via Google Chat). Live teaching will take place via Google Meet Other external links such as BBC Bitesize, Greenshaw Trust, Languages Online and Quizlet may be used. Powerpoints or other external resources will be uploaded for independent lessons.
Foundation	Higher																
L'environnement	Environment																
Jobs	School																
Le mariage	Le mariage																
School	Healthy living																
Techonology	Homelessness																
Food/ eating out																	

History

<p>Students will continue with the unit of work on 'Medicine in Britain, c1250-present'.</p> <p>This will ensure students remain on track to cover all of the required content that forms part of their GCSE History course.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom. Additional resources, such as historical sources, will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>At home you can support your child by asking them to summarise the key points of each lesson or promoting the use of online revision resources, such as BBC Bitesize or Oak National Academy, to consolidate the work covered in the remote learning sessions.</p>	<p>The work set will feed into the mock exams scheduled to be sat in February which will contain a full mock exam for the Medicine unit.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and then build on new skills that were part of the independent work set for remote learning, this will allow students to get the valuable support and scaffolding from their teacher so that they can correctly apply these new skills to their current and future work. • Work set will use bespoke Powerpoints/resources produced by SET staff. • The class teacher will be available to answer questions via Google Chat.
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Geography

<p>Students will continue working through Theme 2 and then Theme 3 of the GCSE course which looks at 'Changing Environments' and 'Environmental Challenges'. This will involve work on the topics of climate change, water resources and ecosystems. Work that students did in Key Stage 3 will have provided a good foundation for this work, in particular the year 8 units 'Should humans exploit the World's ecosystems?' and 'How will climate change affect us?'. Also the year 9 unit 'Are we using too much water?'</p>	<p>Work set will use bespoke resources produced by SET staff and will also make use of published resources and video clips and pre-recorded video clips. Lessons will feature Do It Now tasks that will test recall of knowledge from previous lessons and then a series of short tasks for students to complete independently. Following each lesson students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>At home you can support your child by asking them to summarise the key points of each lesson or promoting the use of online revision resources, such as BBC Bitesize or Oak National Academy, to consolidate the work covered in the remote learning sessions.</p> <p>Students should also continue to complete their Theme 2 and 3 Revision Booklet and use the revision resources available at - https://jwoolven.wixsite.com/revisegcsegeog</p>	<p>The work set will feed into the mock exams scheduled to be sat in February which will include questions on the work covered during remote learning.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) using bespoke resources produced by SET staff will be used once a week to introduce a key skill and model how to use this skill to successfully complete GCSE style exam questions. • Bespoke resources produced by SET staff, supplemented where appropriate by other resources, will be used to set independent remote learning tasks. • The teacher will be available to answer questions via Google Chat
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Music

<p>In GCSE Music, we will be continuing our study of the GCSE Set Work 'Release' by Afro-Celt Sound System. In addition, students should continue to practise, putting in at least five 20+-minute sessions of practise per week – this is crucial for success in the performing component which makes up 30% of their overall Music GCSE grade. Students will also be developing their essay-writing skills, applying set work and unfamiliar listening knowledge and skills into practise. This latter activity is vital to success in the Listening Paper (40% of overall grade) and the remote learning period really is an ideal opportunity for students to work hard on their essay skills for Music. Finally, students should continue their composing work – they are due to record their solo and their composition by February half term. (However, do not let them panic about this – we can negotiate if the period of remote learning is extended, of course). Those writing songs for their compositions should type up their lyrics, triple spaced to allow for the insertion of chords, dynamics and other performance indicators later on.</p>	<p>By watching revision clips and answering worksheet questions, students will build and develop their understanding of this set work. During 'live' Google Meets lessons, students will also be quizzed on their theory knowledge (including the meaning of specialist vocabulary and aural recognition of cadences) so that no learning from last term will be lost. By the end of this period of remote learning, students will be able to confidently answer GCSE exam-style questions about 'Release'.</p> <p>It would be terrific if, after students have done the first worksheet, you ask your child to teach you about the piece of music – maybe they could play it to you (it's on YouTube and students without access to this have a 'hard copy' CD of our set works) and you could ask them about it. Questions such as 'What are the instruments in this piece?' 'What's the structure of this song?' or 'Why is this an effective piece of fusion?' should lead to some stimulating discussions!</p>	<p>Students will discuss worksheet answers during the Google Meets lesson and receive feedback that way. Exam-style questions will also be set as we reach the end of this set work study, with marks given according to the GCSE mark schemes.</p> <p>Essays should be submitted via Google Classroom (or emailed to me as a Word Doc) and your child will receive a mark and formative written comments from me about this essay.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – either to introduce new content and or to consolidate • Worksheet questions based on the viewing of set work revision clips (clips posted on YouTube) • Essay topics set for completion to set deadlines • I will be available to answer questions via Google Chatportfolio for digital submission to the exam board.
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Art and Design

<p>Students will continue to explore the theme of Layers through their own independent investigations; this could include contextual research, experimentation with materials, recording information visually and in other forms, or planning compositions.</p> <p>This work will give them the opportunity to supplement their Personal Portfolios with additional connected responses, meeting the requirements of the specifications Assessment Objectives.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further research skills and exemplar materials, along with being given specific assistance where necessary.</p> <p>They should be adding to a visually rich portfolio that fully explores their own chosen theme through quality research, development and recording.</p>	<p>This work is a continuation of their coursework and forms a key part of their Component One Personal Portfolio.</p> <p>It will lead to the creation of a final outcome in the students preferred medium with students receiving critiques of their work at key points.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Powerpoints and visual resources produced by SET staff. • All material will be available in Google Classroom • Students will be expected to produce practical outcomes in response to the lessons given • Teachers will be available to answer questions on Meet and email • Students should submit images of their work via their email, Google Slide or whatever system is being used to document their portfolio for digital submission to the exam board.
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Drama

<p>Students will be reminded of the requirements of their monologue performance exam and the accompanying written concept pro forma.</p> <p>This is in line with the department's curriculum map and is the obvious choice to complete whilst students are at home as the work involves individual preparation as opposed to group collaboration.</p>	<p>Students will be expected to engage with the lessons to make progress on the preparatory work that goes alongside their monologue. They will not be expected to perform on google meet but will instead be involved in a discussion about their play, its themes, their character development, the play's context, the playwright's intentions and how the student wishes to impact an audience with their performance. I will expect students to have read the play, learnt their monologue lines, completed research into the play, playwright and historical and social context by the time we meet again in school. This work will form the foundation of their written concept pro forma. Parent/carers can help by asking the following questions:</p> <ol style="list-style-type: none"> 1) What is your monologue about? 2) Tell me about your character- Where is she from? How old is she? Is she well education? What has happened to her in the play? 3) How do you want to impact your audience? 4) Have you learnt your lines? Can I hear you perform it? Should I test you on your words? 5) What have you learned about the context and the playwright? 	<p>I will ask the students questions specific questions about their development and how they wish to interpret their text.</p> <p>They won't necessarily be right or wrong, but I will probe to ensure the student has considered context, intentions, the character's emotions and the play's given circumstances in order to justify their mode of performance.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) • Recorded teaching. • Bespoke Powerpoints/ resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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