

Curriculum Delivery

The planning of lessons during lockdown has been a careful process, informed by the needs of our students and their feedback, the government guidance, and the effective models of best practice. The lessons set on ClassCharts have been designed to:

- Continue to cover the curriculum for each subject and develop subject specific skills
- Support students to make progress, engendering confidence, and a sense of achievement
- Develop transferable skills, especially self-reflection and independence
- Instil a passion for learning

Sequence of learning	<ul style="list-style-type: none"> • Set work is broken down into 1-hour lessons. • The title of the ClassCharts lesson indicates the sequence of learning in the week: Subject/Week/Lesson. • Lessons build towards assessments every two weeks for core subjects and every three weeks for non-core subjects. • Student reflection activities (DIRT work) form part of the learning cycle within a topic. • Lessons involving a submission from a student signal this in the title.
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Activities

The limitations imposed by the lockdown on face-to-face teaching means certain approaches cannot be transferred to remote learning. However, our remote lessons contain many approaches transferred from our successful classrooms, including a range of activities. Prior to an assessment and least every two lessons, lessons will include a range of activities, designed to engage students, help them understand the taught concepts and consolidate this new learning.

EXAMPLES OF ACTIVITIES IN LESSONS BETWEEN ASSESSMENTS			
Prepare	Reading of new material: Text book extracts, handouts, power points, websites, model answers, teacher feedback, vocabulary lists	Listening to audio-visual material: Teacher PowerPoints with audio, teacher videos, audio-visual clips from other sources (e.g. Oak National Academy)	Note-taking for information: Mind-maps, Cornell notetaking, lists, flow diagrams, posters, tables, research tasks, annotation
Practice	Questioning techniques: 6Ws, Q&A, exam style questions, structuring an argument, recall activities	Extended writing: Longer exam-style questions, essays, creative writing, Q&A	Models of good answers: Past student answers, teacher/examiner answers, audio-visual commentary
	Problem solving: Research, proposing a solution, evaluating proposals, analyzing texts, annotation	Planning: Mind-maps, handout completion, sequencing, annotation, cue-cards	Creative tasks: Transformation of a product, posters, videos, creative writing
Perfect	Self-assessment: Skill review, quizzes, self-marking, RAG activities, topic summaries	Quizzes and games: Kahoot, Kerboodle, Seneca, memory games, tests	DIRT: Redrafting, SPAG correction, Target follow-up activities

In following the Prepare, Practice and Perfect model both within and across lessons as appropriate, students will be able to apply their new learning quickly, with confidence and longevity. In addition, best practice shows the 2:1 model of lessons is effective when covering new information. This model advocates two

lessons in sequence are allocated to new information and this is then followed by a consolidation lessons that embeds this new learning. Where possible, the sequence of learning should follow this model.

Assessment and feedback

The sequence of learning set on ClassCharts incorporates regular assessment points, which are both informal and formal. Midway in the scheme, students will submit work to receive personalised teacher feedback, including a target. This will be followed by DIRT activities to help address the identified areas of underperformance. At the end of the unit, students will submit more formal assessments that will receive personalised teacher feedback as well as a grade/mark.

Assessment	<ul style="list-style-type: none"> • Students submit work through ClassCharts. • Assessed piece of work will be submitted every 2 weeks for core subjects and every 3 weeks for non-core subjects. • Assessments can be formal and informal but at all times should be completed independently by the student. • Lessons where submission is expected are highlighted in the title.
Teacher feedback	<ul style="list-style-type: none"> • Students receive personalized teacher feedback through ClassCharts following the submission of an assessment. • The frequency of feedback matches the number of submissions. • On assessed pieces of work, students receive feedback on their strength and areas for development – a Target. • Target banks can be used to provide feedback. • Formal pieces of assessment also receive a grade (or equivalent mark). • DIRT work – activity completed in green to show improvement – forms part of the formal assessment process. • Teacher feedback can be communicated in a written, audio or video form. • Teacher feedback should be received before the next submission from students.

Example of feedback:

Caliban speechwork uploaded on 17/02/2020 21:12 Edit feedback

Very powerful and angry writing Peter. Some excellent choices of vocabulary and short sentences. You also used capitals for emphasis with great success. You have captured Caliban's voice and have sustained it across the whole paragraph.

Target: Make your writing longer by planning carefully and aiming for at least 3 paragraphs. The final assessment will need to be longer so find ways of planning your ideas first as this will help.

Literacy

We recognise that written communication through ClassCharts is the primary mode of communication between the student and the teacher. To help students understand what we want them to do we aim to make our instructions:

- Short
- Stepped

- Specific
- Simplified