Remote Learning Contingency Plan – 2020-21

Science – Term 1

Term: 1 **Year: 7** **Subject: Science**				
WHAT?	**HOW?**			**HOW WELL?**
Curriculum Content/LO	**In the event of a localised lockdown**	**In the event of a bubble being unable to attend school**	**In the event of individual students who are shielding**	**Assessment**
• Students are learning about Cells; Energy and Atoms, Elements and Compounds over this term and the next term. • They are all studying different topics at different times due to staffing splits and in order to rotate resources if required. • We are using much new tier 2 and tier 3 vocabulary with the Year 7 students in order that they can learn to use target language more confidently. • We are introducing students to using models in science.	• One of each member of the team will be responsible for coordinating and delivering lessons and work for specific groups: 7SC1 RLH; 7SC2 and 7SC3 ROS. • For each of the subjects the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. • We will use some additional time to plan the activity students will do in the second parts of their lesson and this will be a mixture of creative/literacy/recall/prepare tasks. We will aim to plan activities that help them summarise and cement their learning. • Some of the scheduled lesson time might be dedicated to watching videos of key content followed by answering some questions either on a worksheet or in a live Q&A session.	• As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. • For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant activity. • For bottom set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.	• Our initial response will be to use the "48 hour emergency work" which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: • To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set. • If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	• We will upload recall tests and depth tests where relevant and use feedback to identify areas for development. • We will use SENECA to assess students' progress where we can. • We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.

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Science – Term 1

Term: 1
Year: 8
Subject: Science

WHAT?	HOW?			HOW WELL?
Curriculum Content/LO	**In the event of a localised lockdown**	**In the event of a bubble being unable to attend school**	**In the event of individual students who are shielding**	**Assessment**
• Students are learning about Forces; The Human Body; Atoms, Elements and Compounds and Separating Techniques over this term and the next term. • They are all studying different topics at different times due to staffing splits and in order to rotate resources if required. • Before each topic/planned into the start of topics are opportunities to review associated prior knowledge and content from Year 7.	• One of each member of the team will be responsible for coordinating and delivering lessons and work for specific groups: 8SC1 NPL; 8SC2 SPE and 8SC3 and 4 RLH. • For each of the subjects the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. • We will use some additional time to plan the activity students will do in the second parts of their lesson and this will be a mixture of creative/literacy/recall/prepare tasks. We will aim to plan activities that help them summarise and cement their learning. • Some of the scheduled lesson time might be dedicated to watching videos of key content followed by answering some questions either on a worksheet or in a live Q&A session	• As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. • For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant activity. • For bottom set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.	• Our initial response will be to use the “48 hour emergency work” which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: • To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set. • If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	• We will upload recall tests and depth tests where relevant and use feedback to identify areas for development. • We will use SENECA to assess students’ progress where we can. • We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.

Remote Learning Contingency Plan – 2020-21

Science – Term 1

Term: 1 **Year: 9** **Subject: Science**				
WHAT?	**HOW?**			**HOW WELL?**
Curriculum Content/LO	**In the event of a localised lockdown**	**In the event of a bubble being unable to attend school**	**In the event of individual students who are shielding**	**Assessment**
• Year 9 are starting their GCSE content now. They are covering the topics of Cells, Forces in Balance and Atomic Structure. Different sets are starting with different topics and the top set is split between two members of staff. • 9Sc1 and 9Sc2 are starting with Atomic Structure and Forces. • 9Sc3 are starting with Cells and then Atomic Structure. • Students are being introduced to a lot of new tier 3 vocabulary and this is a focus in lessons.	• One of each member of the team will be responsible for coordinating and delivering either Biology, Chemistry, Physics or Required Practical work. • For each of the subjects the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. • For the required practical element our Science Technician will also support in providing a link to videos with explanations and any relevant instruction sheets, for each required GCSE practical that can be sent and shared with students. • Where possible Sets 1 and 2 will be taught together and set 3 will be taught separately. If we can, 30 minutes of a lesson will be for sets 1 and 2 live via TEAMS followed by work to complete/a quiz to do or	• As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. • For top set and second set students we would deliver 30 mins of live TEAMS teaching followed by students completing relevant activity. • For bottom set students we would attempt to do 20 mins of live TEAMS teaching, give them a task to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.	• Our initial response will be to use the “48 hour emergency work” which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: • To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set.	• We will upload recall tests and depth tests where relevant and use feedback to identify areas for development. • We will use SENECA to assess students’ progress where we can. • We will ask students to periodically upload a summary of the learning in a topic to assess their understanding of key content and ideas.

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• They are also being introduced to the use of symbols and formula; this will be very much differentiated between the sets.	recall/remind/revise/literacy task to do and self-mark then the second 30 mins will be for set who will be set a task to do for the first 30 mins of the next session. We can then check what they have done the next session. • We will use some additional time to plan the activity students will do in the second parts of their lesson and this will be a mixture of creative/literacy/recall/prepare tasks. We will aim to plan activities that help them summarise and cement their learning. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.		• If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	

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Science – Term 1

Term: 1 **Year: 10** **Subject: Science**				
WHAT?	**HOW?**			**HOW WELL?**
Curriculum Content/LO	**In the event of a localised lockdown**	**In the event of a bubble being unable to attend school**	**In the event of individual students who are shielding**	**Assessment**
• Year 10 are taught in separate science subject's, so they have 3 lessons of Biology, Chemistry and Physics each 2-week cycle and this is taught by subject specialists. • Year 10 Biology are reviewing work on Photosynthesis to include a demonstration of a required practical. Then they are being taught respiration followed by communicable diseases. • Year 10 Chemistry are being taught Chemical Changes followed by Energy. • Year 10 Physics are being taught by two members of staff who share set 2. Set 2	• One of each member of the team will be responsible for coordinating and delivering either Biology, Chemistry, Physics or Required Practical work. • For each of the subjects the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. • For the required practical element our Science Technician will also support in providing a link to videos with explanations and any relevant instruction sheets, for each required GCSE practical that can be sent and shared with students. • Sets J and G will be taught together if possible and set 1 will be taught separately. If we can, 30 minutes of a lesson will be for sets G and J live via TEAMS followed by work to complete/exam question pack to do and self-mark then the second 30 mins	• As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. • For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant exam questions from the pre-prepared past exam paper packs. • For bottom set students we would attempt to do 20 mins of live TEAMS teaching, give them an exam question to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. • Preparation of the past exam paper booklets to be handed out/uploaded asap in the	• Our initial response will be to use the "48 hour emergency work" which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: • To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set.	We will use past exam questions and students self-marking assessment and where work has been uploaded for us to mark teacher feedback to identify where students need to make progress. We will use quick recall tests to assess and remind students of key content whenever we can. Where it is applicable, we will use SENECA. Students will be directed to complete uploaded depth tests where this is relevant and the results of this

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are learning about Force and Motion and Radioactivity. Set 1 and 3 are learning Force and Motion. • Year 10 Single Science are learning about Transition Metals, Nanoparticles and they are then starting Organics.	will be for the top set who will have to complete exam questions either before or for the next session. • We believe we will be able to deliver 2 lessons of each subject per week to the whole year group; there are 6 lessons of teaching across the 3 sets where we will offer drop-in support and some one to one or small group intervention. For other students not involved in live teaching or support at this time we will upload exam preparation work. • 10 SINGLE Science have 5 scheduled lessons per cycle and these extra lessons will be managed by RLH and NPL who teach them. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible. • We are planning to put together past exam paper packs for each subject that, should we go into a lockdown, will be handed out to students/sent via TEAMS/Classcharts for them to complete at home.	event of a bubble being isolated. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.	• If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	will also be used to assess progress. Students will assess their own progress using the past exam paper packs and mark schemes.

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Science – Term 1

Term: 1 **Year: 11** **Subject: Science**				
WHAT?	**HOW?**			**HOW WELL?**
Curriculum Content/LO	**In the event of a localised lockdown**	**In the event of a bubble being unable to attend school**	**In the event of individual students who are shielding**	**Assessment**
• For the first half term students are all being taught Ecology and Biodiversity continuing where they left off during lockdown with some time planned in to review work covered previously. They learn how to carry out a "sampling" method and how to use quadrats qualitatively and quantitatively. • After this, due to so much cover for physics last year, students are all being taught Physics only. They will initially be re-taught Electricity to cover electricity basics, electricity calculations and electricity at home. • They will then be taught Molecules and Matter, to focus on density and the required practical here.	• One of each member of the team will be responsible for coordinating and delivering either Biology, Chemistry, Physics or Required Practical work. • For each of the subjects the person responsible will deliver the lessons via TEAMS where possible and they will produce and share the associated resources for the lessons. • For the required practical element our Science Technician will also support in providing a link to videos with explanations and any relevant instruction sheets, for each required GCSE practical that can be sent and shared with students. • Sets 2 and 3 will be taught together if possible and set 1 will be taught separately. If we can, 30 minutes of a lesson will be for sets 2 and 3 live via TEAMS followed by work to complete/exam question pack to do and self-mark then the second 30 mins will be for the top set who will	• As this is only for 14 days we would attempt to keep to the timetable and teach via TEAMS. • For top set and second set students we would deliver 30 mins of live teaching followed by students completing relevant exam questions from the pre-prepared past exam paper packs. • For bottom set students we would attempt to do 20 mins of live TEAMS teaching, give them an exam question to do and mark, then a final 15 mins to go through the work with them. This would take the whole hour of teaching time. • Preparation of the past exam paper booklets to be handed out/uploaded asap in the event of a bubble being isolated.	• Our initial response will be to use the "48 hour emergency work" which can be sent out very quickly. If the student is able to return then that should be enough work. If not, then we will look at the following depending on the student and their needs, but initial ideas are: • To have the class teacher email home with the work to be covered including the attachment of any necessary worksheets/or these can be uploaded to TEAMS. A phone call home to explain work might also happen or a TEAMS meeting scheduled to run through all the work that has been set.	We will use past exam questions and students self -marking assessment and where work has been uploaded for us to mark teacher feedback to identify where students need to make progress. We will use quick recall tests to assess and remind students of key content whenever we can. Students will be directed to complete uploaded depth tests where this is relevant and the results of this will also be used to assess progress. Students will assess their own progress

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Science – Term 1

• Lastly, we will cover Force and Motion. There is a lot of higher work here and for Single Science students there is an extra topic which they will be taught after school.	have to complete exam questions either before or for the next session. • We believe we will be able to deliver 2 lessons of each subject per week to the whole year group; there are 8 lessons of teaching across the 3 sets where we will offer drop-in support and one to one or small group intervention. For other students not involved in live teaching or support at this time we will upload RP/Exam work. • We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible. • We are planning to put together past exam paper packs for each subject that, should we go into a lockdown, will be handed out to students/sent via TEAMS/Classcharts for them to complete at home.	• We will also explore using SENECA with groups to allow them to work independently in a structured way where relevant and possible.	• If the student is unwell, we will try to organise a time after school when the student is better to go through any key missed work with them.	using the past exam paper packs and mark schemes.