

# Teign School Catch-up Strategy 2020/21

## 1. Introduction

At Teign School we are committed to ensure that no child falls behind with their education as a result of being absent from school or through school closure. On any given day it is highly probable one pupil out of 20 will be absent from class. Missing lessons risks students having gaps in their knowledge and impediments to future understanding of concepts if these are not swiftly and systematically addressed. Nationally, SEN students and those in receipt of the pupil premium are more likely to be absent from school and are more likely to make less educational progress than their peers. Therefore, we have a moral imperative to minimise the impact of lessons being missed by ensuring that all children missing lessons will catch up with that learning through the systems describe in this document.

During 2020 schools have been faced with the additional challenge of national and local lockdowns due the COVID-19 global pandemic. Some students did not engage with their home learning as much as their peers. We must have plans in place to ensure that every child is assessed for gaps in their learning and these gaps filled throughout the course of 2020/21.

Our strategies are based on the Education Endowment Foundation's evidence that:

- Great teaching will have the most effect, so ensuring that this is safeguarded within our risk assessment is of paramount importance
- Assessment and Feedback are key
- Putting in place transition support for students
- 1 to 1 tuition can be effective, particularly for reading and maths
- Short regular sessions over a set period of time (3 times a week for 6 to 12 weeks)
- Tuition should be additional to normal teaching
- Monitoring progress is key to ensure that tutoring is effective
- Using qualified teachers for tutoring shows the most impact
- Intervention programmes for those students who are not at age related expectations for numeracy and literacy
- Maintaining high quality communications with parents and families throughout the year
- Access to technology to ensure no child is left behind
- Robust monitoring through our Raising Standards Meetings, Subject Deep Dive reviews and through our departmental quality assurance programme. The SLT will report to the FGB termly to report on our progress

## 2. Support

From September 2020, all subjects' Curriculum Maps, Assessment Maps and Knowledge Organisers will be published on the website, for pupils and parents to use as a check-list. So that pupils can catch up remotely Teachers will post on their class Teams area sequence-labelled lesson resources (either a powerpoint, or a medium term plan), that clearly specifies the task that students have to

complete that will demonstrate their understanding of the learning. At Teign, teachers will make time for pupils within and outside of lessons to guide them, either in the form of spoken reminders, regular homework clubs or small group sessions so that no child is left behind.

### **3. Short Term Absence**

When a pupil has returned after one or two lessons' absence, the tutor will ask, 'Great to see you back. Have you managed to keep up to date with all your work?' and ask if any support is needed in scheduling their time to catch up. Their teachers will ask the same question, ensure dated and titled space is left in their class book and set a deadline for any outstanding work to be done, normally within a week. Additional support will be given to students through their tutor, subject teacher and inclusion department so that every child has the opportunity to succeed. If the pupil fails to meet the deadline, the teacher will keep them for a detention. For years 10-11 this will be a homework detention that runs 3 days a week so that the work is caught up.

### **4. Longer Term Absence**

If a pupil's absence runs into a third day, the attendance officer notifies the Head of Year and the tutor. If it is known that a pupil will be absent for longer (for example, self-isolating due to Covid-19), the tutor or Head of Year will call the parent and/or pupil to agree a the best strategy forward. It may be that the pupil has an adjusted timetable on return or an extra-curricular timetable to provide time to catch up. If the strategy (especially for self-isolation) is for the pupil to work online from home and to post work onto their subject teams area or email work daily to their teachers as per the timetable, the tutor sends an email via Epraise to all the pupils' teachers to let them know they will be receiving the work. The teacher is to email the student only if the work is not being returned. At this point, further action will be taken. Students will receive feedback on their work from their teacher.

## **Curriculum Catch Up Plans to Address Lack of Learning and Engagement During the National Lockdown Between March and September 2020**

All schools are required to have plans in place to identify and address gaps in learning that have occurred due to the lock down between March and September 2020.

The school has an approach that encompasses all year groups and all of the curriculum. These are laid out within this document. The impact of our catch up provision will be monitored through our Raising Standards Meetings, Subject Deep Dive reviews and through our departmental quality assurance programme. The SLT will report to the FGB termly to report on our progress.

The school will use GL Assessments as one part of our strategy to identify individual children's learning needs at KS3 so that we can put in place appropriate, tailored support for individuals, classes and cohorts.

We are committed to using the government's tutoring scheme when this becomes available to support our disadvantaged students with individual one to one provision.

We have invested in a Pastoral Support Officer with responsibility for family and student welfare to work with families who are at risk of non-attendance at school.

We have employed additional staffing in English and Maths to provide 1 to1 and small group catch up teaching for students who are identified as being most adversely affected in their learning during school closure.

We recognise that reading remains an important aspect of all children's education and will maintain a high priority on reading across all year groups through our tutorial reading programme, accelerated reader and reading in lessons. 1 in 8 children from disadvantaged backgrounds do not own books in their houses and therefore have adopted an inclusive approach as part of our KS2/3 transition process by giving all of the new year 7 cohort a book that they are expected to have read over the summer and forms part of their induction into Teign School.

Due to time pressures with our year 11 cohort, all subject leaders have prioritised this year group and mapped out their curriculum and shared with students and parents last term. This ensures that there are no curriculum gaps by exam time. Plans will continue to be updated in light of changes to Ofqual guidance and the subsequent specification changes and decisions made by exam boards.

## English: Additional Support

The following measures are, or will be, in place to identify and support students whose academic development has been most negatively affected by the period of school closures.

We are trying to avoid the language of 'catch up' in order to avoid thinking of students in terms of deficit, especially at KS3. Instead, we aim to apply the fundamental principles of high-quality teaching and learning: using valid methods of assessment to find students' current level of knowledge and skill, and tailoring teaching and support to meet the identified needs.

Year 7

In lieu of KS2 data, in the first half term we are running three baseline tests:

Test	When?	Data available
STAR Reading Assessment (part of Accelerated Reader programme)	Within first 4 weeks	In first half term
Progress Test in English (GL Assessment)	At earliest opportunity after training session on 16 <sup>th</sup> September	Hopefully in first half term
Year 7 Baseline Writing Assessment (a national initiative run by No More Marking)	In w/c 14 <sup>th</sup> September	In second half term.

Depending on the data generated by the Progress Test in English, we may also run an internal assessment to identify specific gaps in Year 7's knowledge of KS2 punctuation and grammar. Our 2<sup>nd</sup> curriculum cycle has a particular focus on writing skills, which builds on the grammatical content of the KS2 curriculum: there is scope here to respond directly to specific gaps, and to linger longer on foundational skills for those who need it, while also having the flexibility to continue to challenge those working at a higher level.

We also have our usual programme of Accelerated Reader for all and additional reading support for students with particularly low reading ages (identified through STAR testing).

In the meantime, our focus is on providing meaningful, engaging and challenging English lessons to start students' time at secondary school. In this time, we will get to know the students and their work, and develop a better understanding of individuals' needs. Those Year 7 students we identify as needing additional support will be included in the timetabled 1:1 and 1:2 intervention lessons being taught by an additional teacher, from w/c 2<sup>nd</sup> November (see Year 8 section below for how these will run).

## Year 8

For Years 8-11, the data we are initially relying on are (1) students who found English more challenging in the first two terms of 2019-20, combined with (2) students whose engagement with home-learning in the summer term was minimal. As the first term of 2020-21 progresses and teachers can assess students' work, (3) teacher-report will also be included.

Year 8 will have STAR testing within the first half term and students with particularly low reading ages will receive additional reading support.

From w/c 14<sup>th</sup> September, students identified as having the greatest need (using the data outlined above) will have 1:1 or 1:2 intervention lessons with EP, on Wednesdays and Thursdays. Each student will see EP for a 6-7 week period, for a timetabled hour each week. This will mean students missing curriculum time from either technology or PE, which has been arranged through Learning Support. The rationale being that the benefits of the intervention will outweigh the short term negative impact of students missing these lessons and will be able to rejoin the class after the 6 weeks intervention has been completed. The intervention will take along 'pre-test/post-test' approach and will focus on writing skills, at whatever level is needed. These lessons have been planned to be closely connected to the English curriculum, but with the intention to develop students' written accuracy and expression in general and therefore to support students in other written subjects as well.

## Year 9

As Year 8 with STAR testing and 1:1/1:2 intervention lessons, which will begin w/c 14<sup>th</sup> September.

Additional reading support will be put in place as capacity allows and will be overseen by the inclusion department.

## Year 10

In Year 10 we have three reduced-size 'Extra English' groups (12-17 students), with 3 additional lessons a fortnight. These students will be following a separate curriculum that focuses on the theme of social justice, which is key to our KS4 curriculum. During school closures and home-learning, this year group were reading and studying 'An Inspector Calls' (our modern text for GCSE), but there is a significant overlap between students in these Extra English groups and students whose engagement with home-learning was minimal. The needs within these groups are diverse, so our approach is intended to ensure that all of these students have read and studied the play while not repeating the summer term approach to teaching it, so that those who *did* engage with home-learning are also able to be interested and challenged in different ways.

For the small number of Year 10 students who need additional support and who are not in these classes, additional intervention in the form of small-group teaching will

be provided as soon as possible, although the capacity for and logistics of this have not yet been finalised.

Year 11

Targeted students in Year 11 will be invited to Wednesday after-school English revision sessions with EP, FMO and MBA, from w/c 21<sup>st</sup> September. A small number of Year 11s who would benefit from the most intensive additional support will also have 1:1/1:2 lessons with EP within tutor time (this could be extended to FMO if available).

# Maths Additional Support

Catch up strategies are in place. All students are doing a maths assessment in the first 2 weeks of term.

Those who have been identified as not engaging with home learning and/or have gaps in their learning and understanding will receive additional 1 to 1 or very small group intervention with a qualified maths teacher or the Assistant SENCO. This will happen either before school, during tutor time, during core PE or technology lessons, lunch or after school for a six week programme. The team's 'wiki' curriculum has been reworked to take into account the need to revisit concepts and knowledge that may be less secure due to missed school last term.

All students will have a mastery test fortnightly which will cover concepts that have been previously taught and students should know. This will allow teachers to plan their subsequent teaching to address any weaknesses or gaps that students have.

The use of personalised exam papers will be a key strategy with KS4 students.

The impact of any 1 to 1 or small group interventions will be assessed through pre and post tests that the students will undertake.

Sparx homework and classwork is now available for all year groups and homework will be a central tool that all teachers will use to monitor their classes understanding throughout. This data can be compared to other schools within ESW to help benchmark our students' performance. The head of department will monitor each class and put in place the necessary support for the staff and students.

Students will be able to access additional support in maths at set points during the week, at lunch or after school.

Mathswatch will be put onto Teams to ensure that all students have access to learning if they are absent. They will be expected to complete this if they miss any lessons. Class teachers will have responsibility for ensuring this is completed.

Students invited to lunch or afterschool support will have their parents contacted by letter inviting their child and the parents will have subsequent phone calls if any child does not attend these sessions.

# Science Additional Support

This has been written up as part of the science implementation plan for 20/21.

Year Group	Additional Support and Measures put in place
7	Baseline test completed within first 2 weeks; marking and analysis of question topics that students found challenging collated into Departmental record; remedial lessons delivered on agreed topics to all students as part of revised SoW over the course of 20-21
8	Students starting new AQA KS3 SoW; Do Nows used to explore breadth and depth of understanding from topics delivered during school closure; mid-term and end of cycle exams used to identify and collate register of challenging topics; remedial lessons on these topics delivered to students over the course of 20-21;
9	Students undertaking new AQA GCSE Science SoW; Do Nows used to explore breadth and depth of understanding from topics delivered during school closure; mid-term and end of cycle exams used to identify and collate register of challenging topics; remedial lessons on these topics delivered to students over the course of 20-21
10	Students in Year 2 of 3 year AQA GCSE Science SoW; students will be asked to produce revision materials on school-closure topics that then feed into low stakes tests and Do Nows which will be used to explore breadth and depth of understanding; mid-term and end of cycle exams used to identify and collate register of challenging topics; remedial lessons on these topics delivered to students over the course of 20-21
11	Students in final year of 3 year AQA GCSE Science SoW; Assessment data from F2F sessions in July 2020 used to diagnose most challenging topics from school closure; register collated and remedial lessons planned and delivered; students will be asked to produce revision materials on school-closure topics that then feed into low stakes tests and Do Nows which will be used to explore breadth and depth of understanding; mock exams, mid-term assessments and end of cycle assessments used to diagnose understanding; remedial learning incorporated into SoW and delivered; 15 boys/PP students identified to help through after school support sessions; tutor time group support offered to other students likely to benefit from more directed tuition



12	First year A Level/BTEC students – follow planned curriculum
13	2 <sup>nd</sup> year A Level/BTEC students; revisit key topics and linked learning through delivery of planned SoW. Regular topic assessments to review understanding; assessments overtly linked to previous learning and school closure material

## Geography Additional Support

The following measures are, or will be, in place to identify and support students whose academic development has been most negatively affected by the period of school closures.

We aim to apply the fundamental principles of high-quality teaching and learning: using valid methods of assessment to find students' current level of knowledge and skill, and tailoring teaching and support to meet the identified needs.

YEAR GROUP	ACTIONS	BY WHEN
7	<ul style="list-style-type: none"> <li>The students will just be starting Teign School so the intention is for students to become aware of the site and the Geography of the local area</li> <li>Baseline assessment to see what their prior knowledge is on Geography</li> <li>Ongoing assessment through the use of `Do Now` activities and a check on prior knowledge</li> </ul>	<p>The baseline assessment to start the unit of work and to record the results to be aware of student's prior knowledge of the subject.</p> <p>The first unit of work which is map skills is based on the local area and will be completed by October half term which will then be evaluated through a Mid Unit Assessment.</p> <p>If there are `gaps` in student knowledge the map skills will continue throughout year 7 to hopefully build on their awareness of map skills and the local area.</p>
8	<ul style="list-style-type: none"> <li>The students are to start a unit of tourism and fieldwork skills.</li> <li>The hope was to get the students out onto fieldwork within the first few weeks of school in order to address the issue of the year group missing their fieldwork in the Summer term of Year 7.</li> <li>Unfortunately, due to the restrictions still in place the</li> </ul>	<p>Virtual fieldwork to take place in the first half of the Autumn term with students being given fieldwork data to work on.</p> <p>The students to attend a fieldwork activity in the Summer term 2021.</p>

	<p>students have to complete a virtual fieldwork based on our local area.</p> <ul style="list-style-type: none"> <li>• The aim is to get the Year 8 students out onto a practical fieldwork activity in the summer term so that they do not miss out on the important fieldwork skills.</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Students to start the new unit of work of Superpowers so that all students have the same starting point.</li> <li>• The work that students completed during `lockdown` will be tested through the use of `Do Nows` and their prior knowledge will be tested. Gaps in their knowledge will be tested and will be addressed and KO`s will be given to students who have `gaps` in their knowledge.</li> </ul>	<p>The `Do Now` activities to test prior knowledge to be in place at the start of term and to continue throughout the term and any issues will be highlighted.</p> <p>The students who have issues with the prior knowledge will be identified early in the term and a `target` list of students to be compiled by October half term. The KO`s of the Summer term year 8 work to be given to students who are on the list and they will be monitored during the Autumn term of Year 9.</p>
10	<ul style="list-style-type: none"> <li>• All Year 10 students to start the new unit of work with the KO`s being available on the Teams site.</li> <li>• Prior knowledge of the `lockdown learning` will be regularly tested through the use of the silent `Do Now` starters.</li> <li>• The results from the `Do Now` prior learning will be monitored to be aware of gaps in students learning</li> </ul>	<p>There will be regular monitoring of the `Do Now` activities and a list will be compiled of any students who appear to have little prior knowledge of the work that was completed during the Summer term of Year 9. Those students will be given the appropriate KO.</p> <p>The unit of work that was completed in the Summer term of Year 9 will be revisited towards the end of the year to be a form of revision or catch up for the students who did not fully engage in the Summer of 2020.</p>
11	<ul style="list-style-type: none"> <li>• All of the students to revisit the unit of Resource Management that was covered during the `lockdown` phase.</li> <li>• The unit is going to be part of the PPE in the October session to test their knowledge of the unit so that gaps can be identified.</li> <li>• All students given the KO for Resource Management and it is</li> </ul>	<p>The teaching of the Resource Management unit of the work to take place from September 2020 and ongoing until October half term.</p> <p>Revision sessions to start in the second week of September and to continue until July 2021. Targeting of specific students to occur throughout the year so</p>

	<p>available on Teams as are the PPTs so that students have access to the work.</p> <ul style="list-style-type: none"> <li>• All students are set interleaved homework tasks to encourage extra revision for the PPE in October.</li> <li>• The homework tasks are followed by examination questions in class to test their revision techniques and to continue with the practice of examination techniques.</li> <li>• There are 3 revision sessions that are available to all Year 11 students so that they can attend the sessions and spend the time `catching up` with the work that they may have not completed so well. Some of the students will be extra encouraged to attend the revision sessions.</li> </ul>	<p>that the students who need the extra time, help and advise have access to the correct provision.</p>
12	<ul style="list-style-type: none"> <li>• Year 12 students were contacted during the Summer term of 2020 and were given a set of resources prior to starting the A level course in the Autumn term</li> <li>• Reading lists, video clips, articles and the course outline and specification was made available to all potential A level candidates.</li> <li>• The Department uses `Sharepoint` where the students have access to every part of the A level course and to any pre-course material. This includes the lesson material, the PLCs and the specification.</li> </ul>	<p>The introduction to the course started in April 2020 for students who indicated that they would like to study A level Geography. The pre-course work continued until the start of the course in September 2020. All students have access to the `Sharepoint` material which includes material and back ground resources for all of the modules on the A level Geography course.</p>
13	<ul style="list-style-type: none"> <li>• The Students continued to have lessons set on Teams and many `live` video lessons on Teams in `lockdown`.</li> <li>• The students were set essays and examination questions during the Summer term so that any gaps in knowledge and any lack of work could be easily identified.</li> <li>• All of the work was on Teams and in the Geography `Sharepoint` site.</li> <li>• Students also had `live` in school lessons for the last 5 weeks of the</li> </ul>	<p>The students started Year 13 with the fieldwork that was necessary to complete their NEA. The NEA was due to take place in the Summer term but is now being completed. The aim is for the NEA to be fully completed by October 2020. The units of tectonic hazards and ecosystems will be revisited at the end of the Autumn term and into the Spring term ready for the PPEs and the final exams.</p>

	<p>Summer term and any individual issues were further identified and hopefully resolved at that point.</p> <ul style="list-style-type: none"> <li>• The ongoing Individual Investigations (NEA`S) were put on hold but students were still encouraged to complete the fieldwork if possible to remain safe.</li> </ul>	
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## MFL Additional Support

The department took a strategic approach during lockdown to focus on vocabulary and didn't introduce very much new grammar. This was based around the issue of students using google translate to complete tasks and therefore compromising what they were learning.

The rationale for the catch up approach in MFL is based on:

- 1) The desire not to simply re-teach work that was set during lockdown, this will not meet the needs of those students who did complete the work during lockdown and gives a clear message that if we go into lockdown again then students don't need to worry about it.
- 2) Interleaving is key to ensuring learning is held within the long term memory.
- 3) During lockdown students were supported in learning vocabulary but no new grammar was taught due to the risk of them being mis-learned.
- 4) Low stakes baseline tests in years 8-11 will inform teachers about what has and has not been learned during lockdown.
- 5) Staff are committed to supporting and nurturing a passion for languages.
- 6) Staff use a constructivist approach to languages, all language covered in year 7 and 8 is covered and developed twice more in the curriculum map, all language covered in years 9 or 10 is covered and developed once more before GCSEs.

The department is currently awaiting decisions from exam boards with the Year 11 curriculum to make final arrangements to how their curriculum looks this year. Year 11 Spanish will go through the last 2 units first and then go back through summer 2020 work to ensure that gaps identified are filled. Time gained by the speaking prep will give more time. The languages assistant will do some speaking sessions with individuals. The French group will begin with theme 1 and 3 to ensure expertise on these before continuing with the rest of the curriculum. Where individuals have gaps these will be firstly addressed in lessons but if necessary additional intervention support will be put in place at lunch and after school.

For year groups 8-11 a baseline assessment is being completed. This is writing based and will not use judgement grades but will inform teachers as to where every child is in relation to their language knowledge.

Year 10 students will focus on grammar development, interleaving of previously taught knowledge will be present in all lessons to support the long term acquisition of knowledge. The aim is to teach four modules in year 10 and adapt one module that will be done as summer school work between years 10 and 11. Verb formations will be explicitly revisited as they occur in reading texts. All supplementary support that would normally be provided for KS3 students will be provided for year 10.

For years 8 and 9 - new curriculum. Students will start new integrated topics that revisit prior learning but are not necessarily dependent upon them. Prior knowledge (or lack of) will be constantly revisited in reading texts, translation tasks, teacher modelling, do nows and students own written work. The near future tense is the main grammatical skill that would have been taught during lockdown and is going to be broached within the first few lessons and using do nows.

Year 9 have 4 lessons per cycle - reorganising the curriculum and interleaving will minimise issues arising through lockdown -previously taught content will be the focus during starters and translations. Ensuring that the present, near future tense and preterite/passé compose tenses are mastered this academic year rather than pushing ahead with new tenses.

The department are very aware that there not be any repeating of a module to safeguard against the idea it is ok not to do any study during lockdown scenarios and to protect those students who engaged well when the school was closed.

## **History Additional Support**

Year 11 are in a strong position. The specifications for 2021 allow for the dropping of a unit so students will not be continuing to study the America module. Germany is more manageable. Still need to reallocate the timings but the department are confident that this change will enable them to have a comprehensive review of previously taught content, focusing on aspects that students are weakest at. Year 10 are following the 3 year GCSE path - they covered 2 out of the 5 units last year. Leaving 3 units to study between now and 2022. What was covered last term will be spread into Do Nows and assessments -  
For years 7,8 and 9 - the content does not build- it may not limit their progress but students will have gaps in their knowledge if they did not engage well in their home learning. These gaps will be properly identified through assessments this term.

## **Art and Photography Additional Support**

**KS3** – Differentiated support is, provided on an individual and class basis.

All Yr7-9 classes will start with base test assignments followed up with mid and end of cycle assessments. Curriculum plans include progression and interleaving of all new projects.

Homework assignments extend the lesson learning on a fortnightly basis.

**YEAR 10** – Staff and students will Review Summer project work for the first 2 weeks in Sept and catch up where needed. Homework assignments extend the lesson learning on a weekly basis. Students are able to access standardised and assessed portfolio projects in lesson to enable guidance and progression.

Support sessions after school on Tues in K8 3.30 - 4.30pm. Review PLC's and provide individual curriculum projects for DS students where needed.

GCSE art and photography twilight on Fridays in K9 3.30 -5pm.

**YEAR 11** - Staff and students will Review Summer project work for the first 2 weeks in Sept and catch up where needed. Homework assignments extend the lesson learning on a weekly basis. Students are able to access standardised and assessed portfolio projects in lesson to enable guidance and progression.

Support sessions after school on Weds in K8. Review PLC's and provide individual curriculum projects for DS students where needed.

GCSE art and photography twilight on Fridays in K10 3.30-5pm.

AQA GCSE art and photography course are to be 100% portfolio based only. No externally set task for 2021. Digitally presented moderation is likely.

**YEAR 12** - Staff and students will Review Summer project work for the first 2 weeks in Sept and catch up where needed.

Students review individual timetables, and attend art and photography extension and support time in K9 and K10 throughout the week.

Detailed PLC checklists are, provided for each student. Students are able to access standardised and assessed portfolio projects in lesson to enable guidance and progression.

**YEAR 13** - Re Staff and students will Review Summer project work for the first 2 weeks in Sept and catch up where needed.

Detailed PLC checklists are, provided for each student. Students are able to access standardised and assessed portfolio projects in lesson to enable guidance and progression.

Students review individual timetables, and attend art and photography extension and support time in K9 and K10 throughout the week.

AQA A level art and photography courses are to be 100% portfolio based only. No externally set task for 2021. Digitally presented moderation is likely.

## **Technology and ICT Additional Support**

For Year 11 the department has a list of students who didn't engage. These students will be invited back for additional support during break and lunch times. The majority of the curriculum is covered so this term and next there will be a systematic review and revisit of the whole specification, prioritising those areas where assessments indicate students have particular weaknesses in.

Year 10 and 11 Food and Nutrition students will focus on the theory component of the course between now and Christmas.

KS3 technology requires a different approach due to teaching in rotations. Through assessments and Do Nows, interleaving of ideas teachers will fill gaps that students have. All teachers have notes and engagement data from last term so that when these students are doing the same subject again this year the teachers will address any gaps they students have.

## **PE Additional Support**

The Year 11 GCSE and Cambridge National curriculums are mapped across the year. All planned and communicated with families.

For those that didn't engage in the summer term PE will have interventions for year 11 and year 10 after school provision starting at the beginning of October. Seating plans for GCSE are a key strategy, students will be regrouped in order to maximise the peer to peer support for those students who require it.

GCSE PE Practical is now reduced from 3 sports to 2 sports. Core PE curriculum mapped to include key sports which will support assessment. Constant checking of updates regarding gathering of video evidence. Theory assessment on new content delivered in lockdown undertaken in first two weeks to identify gaps in learning. Enough time due to 3 year delivery that course content will be complete by Christmas.

Still awaiting confirmation on OCR Cambridge Nationals – proposal to reduce from 4 units to 3. As advised focussing on mandatory units this term - R051 external exam to be sat in January 2021 and R052 completion of coursework unit.

### **Core PE**

New curriculum design which focusses on one strand (head, heart and hands) during each cycle. These underpin all activities and are coherent across the 5 year curriculum. First cycle for key stage 3 is focussing on the heart strand (resilience, teamwork, communication, going beyond your comfort zone, positive role model) which are fundamental core skills which can be applied across all subjects and be prepared them for life. Year 10 & 11 to include an 'Active Mind' module which looks at wellbeing and managing stress & anxiety.

## **Performing Arts Additional Support**

### **Key Stage 3**

#### **Year 7 & 8**

The Drama curriculum is based on the regular revisiting of key skills which are built on each time. Key practical skills that were missed during lockdown are interleaved throughout the current schemes.

HW is being moved to an online platform where there will be clear evidence of learning through the use of a quick quiz at the end of each HW task. These will be set on Epraise. All students have Drama knowledge organisers which reinforce and enhance the learning.

Records of student quiz scores and practical work are regularly reviewed with a mid term assessment which identifies areas student require extra support in an aids the planning of the next stage to ensure maximum progress is made before the end of term assessment.

### **Year 9 Performing Arts**

This is a new venture in which student have 3 lessons a fortnight (1 music, 1 Drama and 1 skills lesson)

Key practical skills that were missed during lockdown are interleaved for both subjects throughout the current new schemes.

HW is being moved to an online platform where there will be clear evidence of learning through the use of a quick quiz at the end of each HW task. These will be either in the form of a quiz on epraise and Teams or via Focus on Sound. All students have a class on Teams that they were using during lockdown, they also have been using Focus on Sound during lockdown and should be familiar with it. The use of all platforms will be revisited in lessons to ensure that all students are fully conversant with them (login and navigation). The platforms are fully functional on laptop, tablet and mobile phone either via a web browser or dedicated app. Both keep a record of student scores that the teacher can access to see that HW has been completed and track performance.

All class resources will be added to Teams Class materials or as attachments on epraise for future reference and catch up.

### **Year 10 GCSE Drama Students**

A baseline test assesses students understanding of the key skills covered during lock down for GCSE drama. This aids the refinement of lessons to ensure students are secure in the key areas and recap for students who need extra support.

Year 10 schemes of work in cycle 1 engage students in exploration of all GCSE Components interleaving the skills in preparation for their GCSE exams. This scheme is designed and has now been refined to interleave the 3 components. Later in the year the schemes focus on component 1 (worth 40%) with the aim to complete this by Christmas 2021.

In case of another lock down scripts have been given to all students for use at home so that students can make even more progress during this time. All class resources will be added to Teams (Class materials) or as attachments on epraise for future reference and catch up.



## **YEAR 11 GCSE Drama**

Due to the practical nature of the subject the schemes of learning have been reordered and reviewed to cover more content and fulfil the amended specification. Over lock down students paused the practical devised unit (Normally completed by April in year 10) and focused on Component 3 as this was more accessible during lockdown conditions and therefore more progress made. Students complete a baseline component 3 test in the first week back to review the Summer work for and for staff to plan catch up where needed. Homework assignments will continue to extend the Component 3 learning on a weekly basis. Component 1 new guidance was not available until the end of September. Students will focus back on the component and are offered Monday-Thursday rehearsals after school this is to aid students in planning their time as a group and gives teachers focused rehearsals with each group.

In case of another lock down scripts have been given to all students for use at home so that students can make even more progress during this time. All class resources will be added to Teams (Class materials) or as attachments on epraise for future reference and catch up.

## **YEAR 12 –A Level Drama and Theatre studies (A new class with students from Teign, Coombes Head and South Dartmoor).**

Students were set summer projects and will take a baseline test in week 2 to assess prior knowledge of practitioners etc

Lessons are designed to cover and interleave key skills based on practitioners. Homework is set on epraise and teams and will enhance their knowledge and research skills.

## **YEAR 13 – A Level Drama and Theatre studies**

Due to the practical nature of the subject the schemes of learning have been reordered and reviewed to cover more content and fulfil the amended specification. Over lock down students paused the practical devised component (Normally completed by the end of March year 12) and focused on one of the Component 3 texts as this was more accessible during lockdown conditions and therefore more progress made. During lock down students completed a component 3 mock exam these results then enabled focused planning when returning to a 2 hour weekly lesson in June and July. Component 1 new guidance was not available until the end of September. Focused shifted to component 2 monologue - Students will focus and

undertake intensive scripted monologue training (this is a change to the specification) with the aim of performing before half term. Over half term students are expected to use the detailed guidance to write their portfolio. Students will then devise a monologue and perform to complete component 2 before revisiting Component 1 devised and the Component 3 written exam. One to one support and rehearsals during lunchtime and after school are decided on a weekly bases to fit in with staff and students timetables and needs.

## **Music Additional Support**

### **Key Stage 3**

#### **Year 7,8 & 9**

The Music curriculum is based on the regular revisiting of key skills which are built on each time.

Key practical skills that were missed during lockdown are interleaved throughout the current schemes.

HW is being moved to an online platform where there will be clear evidence of learning through the use of a quick quiz at the end of each HW task. These will be either in the form of a quiz on Teams or via Focus on Sound. All students have a class on Teams that they were using during lockdown, they also have been using Focus on Sound during lockdown and should be familiar with it.

The use of both platforms will be revisited in lessons to ensure that all students are fully conversant with them (login and navigation). Both platforms are fully functional on laptop, tablet and mobile phone either via a web browser or dedicated app. Both keep a record of student scores that the teacher can access to see that HW has been completed and track performance.

All class resources will be added to Teams Class materials for future reference and catch up.

### **Key Stage 4**

#### **Year 10**

This course will follow the scheme as it stands with current assessment points. Most students were engaged with the online work. As with Key Stage 3, all students will be familiarised with the use of Teams and Focus on Sound to support homework tasks. This ensure that the teacher can monitor closely

work that is completed. Written work that is to be completed as part of Unit 1 and 2 will be stored either on our shared OneDrive or via teams. Should we have to lockdown again this will ensure that evidence of written work is accessible.

Year 10 students will aim to sit their Unit 1 exam in June 2021 to relieve pressure on Year 11. They will have the opportunity to resit in Jan 2022.

There will be a focus on practical tasks during face to face lessons.

All class resources will be added to Teams Class materials for future reference and catch up.

## **Year 11**

There is a clear assessment plan in place to ensure the students are on track to complete the BTEC. Students are already conversant with completing work on Teams or saving work on the OneDrive folder (in place prior to lockdown).

Current guidance from BTEC leader Jeffrey Hole is to focus on the mandatory Units 1 & 2. We are waiting further guidance on the optional units. Guidance has been given on how to combine units to assist the assessment process.

Unit 1 – The first sitting of this will be Jan 2021 with a resit in Jun 2021. Students will complete regular practise papers to ensure evidence of standard is in place

Unit 2 – This has to be adapted to be in line with COVID regulations on performance venues. Deadline Nov 20.

Unit 4 – Composing – students have started using an online sequencing software that can be accessed at home for students to complete work. There are issues with it working with some iOS platforms but this should improve.

Unit 5 – this now only needs to be performed to 1 other person and videod.

I am offering after school sessions specifically for students who didn't engage during lockdown to ensure that they can catch up. These will start w/c 21/9 and be on invite basis. Parents will be contacted. Further students will be offered to attend if they would like. After October half term these sessions will be aimed more at general coursework support sessions.

All class resources will be added to Teams Class materials for future reference and catch up.

## **BVC: Additional Support**

How are we going to support students whose education was negatively affected by the school closure during Lockdown?

BVC teachers will provide high quality teaching and learning, assessing students current level of understanding to support and meet any identified gaps in knowledge.

### **Year 7**

In the first half term, there will be a baseline assessment and an extended piece of writing to assess student's skills of evaluation. The main focus here is on writing skills and the ability to evaluate, so time can be given to developing the foundational skills for those students who need it, whilst also putting in place support for those more able students.

Our focus is on providing students with the skills needed to handle questions raised by religion and belief, whilst reflecting on their own ideas and ways of living.

BVC teachers are also aware that some students may have missed out on RSE lessons during Lockdown when they were Year 6. A baseline assessment will be developed for students, to ensure complete coverage of the RSE unit – focusing on puberty in Year 7. KS2 curriculum to be checked and communicated to all staff teaching Year 7 so that gaps in knowledge can be covered.

### **Year 8**

A baseline assessment at the start of year 8 will help BVC staff to determine any gaps in student's knowledge. As for Year 7, the main focus is on writing and evaluation skills at this stage. Time will be built into lessons to support students in developing these skills which should then enable them to access the higher grades when they reach KS4. Students completed a unit on suffering in Christianity and Buddhism during Lockdown in Year 7. Activities to be included as part of the introduction of a lesson where students have to 'peer teach' each other on an element of this missed unit – they will be given an additional homework task to learn those elements of the course that were missed.

### **Year 9**

As Year 8.

### **Year 10**

During Lockdown, students in Year 9 were set largely revision tasks based on work that had been completed in the previous terms, rather than starting a new topic. This therefore means that those students who engaged with their learning will be at an advantage in terms of having a more in depth knowledge of those topic areas, but those who were more negatively affected by the school closure should not be too far behind, as they will still have completed those topic areas before Lockdown. Students will complete a baseline assessment testing their knowledge on Christianity and Islam – in order that any gaps in knowledge can be identified and addressed.

Those students who did not engage in Lockdown learning to be invited to lunchtime sessions. Students studied Christian Beliefs during Lockdown – these beliefs will be interleaved into SOL – e.g. the 1<sup>st</sup> unit is 'Crime and Punishment' – so opportunities will be given for students to revise these beliefs again as part of homework tasks – in order to apply them to 'Crime.'

### **Year 11**

As Year 10..... This means that there is more content to teach in this cycle than would normally be the case. Staff are working to narrow down the content in order for students to grasp the main beliefs and practices of a Muslim. This will be done by using revision guides, flash cards and knowledge organisers in lessons. Targeted students, based on the results of the baseline assessment will be invited to lunchtime sessions.