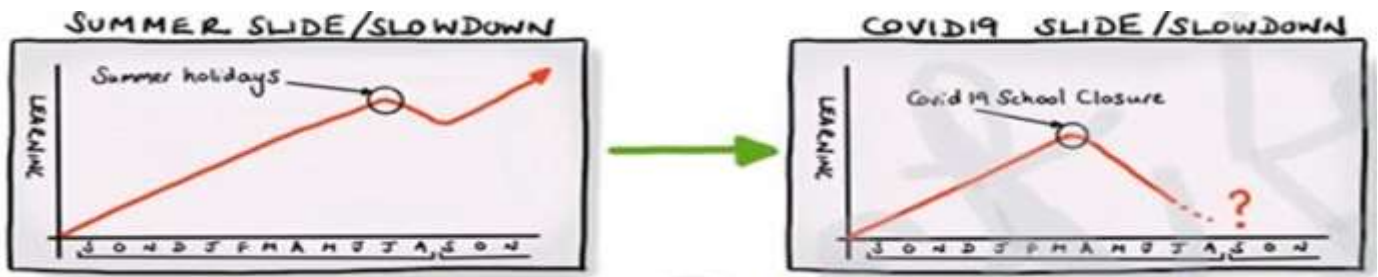


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**'Reconnecting Curriculum'**  
**Teaching and learning post-COVID 19**



Our 'reconnecting' curriculum is built on 5 levers, as a systematic, relationships-based, pastoral approach. Many students will return to school disengaged and school may seem irrelevant after a long period of isolation. However, loss of routine, structure, friendship, opportunity and freedom, will have triggered the emergence emotionally of anxiety, trauma and bereavement in some of our students. The overall impact cannot be underestimated and loss, in a variety of ways, will have caused a rapid erosion of the mental health state of some of our students. Our primary mission is to support all students through a process of re-connecting, re-engaging, re-igniting a love of learning through pastoral and academic support, which will hopefully lead them to become happy, confident, committed and engaged students of The John Fisher School. Compassionate leadership is crucial at this time.

**1: Relationships** – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. Through positive relationships, we can re-engage all students in school life.

**2: Community** – we need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**3: Transparent Curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps and supporting their transition back into school. Setting foundations for the long term- preparing to teach a curriculum because it works well, not because it might work well for now, reaps rewards beyond the next academic year.

**4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**5: Mental Health and Wellbeing** –to rediscover themselves in the school environment to be able to find their voice. It is only natural that we provide emotional and wellbeing support for all of our students during these challenging times.

**How have we prepared to support a 'reconnecting curriculum' for ALL students?**

- ✓ 11 members of staff trained in supporting Mental Health and Wellbeing through the MHWB First Aid course. This means there are 15 staff now trained.
- ✓ Appointment of NDA/ EFO as Mental Health and Wellbeing Co-ordinators
- ✓ Four additional staff trained to become Deputy Designated Safeguarding leads.
- ✓ All staff encouraged to complete the Bereavement and Loss online CPD by September.
- ✓ Development of a student and staff wellbeing charter.
- ✓ Availability of a range of MHWB courses via HAYS CPD platform over the lockdown period for staff to undertake including 'Supporting Student Wellbeing'
- ✓ Weekly Virtual CPD available @reserachEd Home including Metacognition/ Promoting resilience amongst students
- ✓ Tutor Time 2020-21 resources designed and developed by NDA/EFO – Half-term 1 Theme: Connectivity
- ✓ Training sessions planned for September which focus on a conceptual language to be used with students
- ✓ Creation of parent forums to start in September to gather feedback from parents/carers about their concerns.
- ✓ Parental surveys have been completed throughout the lockdown and will continue to make sure they have a voice and vehicle for raising concerns.
- ✓ Weekly virtual therapies for some EHCP and SEND students – Occupational Therapy/ Speech and Language.
- ✓ In school provision/ face to face contact between TAs and some EHCP students throughout lockdown to provide familiarity and consistency.
- ✓ Weekly phone calls to targeted SEND students by SENCO and the inclusion team.

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**How can we support students to re-engage with their studies after 5-6 months out of normal school routines?**  
*(please note some terminology in this section should not be used with students, see consistent language below)*

‘Catch up’ implies a narrow emphasis on curriculum goals with a focus on getting all students to the same end point as quickly as possible. ‘Recovery’ acknowledges that the impact of this crisis has been far wider than ‘missed learning’ and that we will need to begin where students currently are, rather than focus on where we would like them to be, and how to get them all to that same point as quickly as possible.

There is no possibility of a regime of ‘catch up’ that will restore all students to their curriculum targets in a few weeks in September. We cannot rely on intervention and extra tuition (PP funding in Years 9-11, Summer Catch up funding in Years 7-8, Tutor Dr etc..) and hope to continue on after that as if Covid-19 never happened. To imagine that we can not only ignore the impact of Covid-19, but also the inequalities that already existed in education and have, if anything, been exacerbated in recent months.

Whilst face-to-face teaching will always, rightly, play a key part in provision, the lack of strong alternatives to support independent learning meant that, as a school, we were unprepared for long term school closures. As a result, many of our students will have learned very little, if any, new material between March and September. This deficit will disproportionately affect our most vulnerable and disadvantaged students and by now, the gap between our most vulnerable students and their peers may be wider than it has ever been. To cause further concern, the worst case scenario is extended disruption to learning and further school closure in the autumn term, which will continue to widen and deepen these gaps.

**‘Impact of school closures on the attainment gap’ EEF (June 2020)**

1. School closures are likely to have led to a **widening of the learning gap**
2. Supporting **effective remote learning** will mitigate the extent to which the gap widens
3. Sustained support will be needed to help **disadvantaged students catch up**

**‘Distance learning’: Reflections on the EEF’s rapid evidence review (May 2020)**

**Teaching quality is more important than how lessons are delivered** - The six core principles of Quality First Teaching need to be in place for students to learn.

**Ensuring access to technology is key, especially for disadvantaged students** - The opportunity for students from all socio-economic backgrounds to access technology is necessary for any approach to remote learning.

**Peer interactions can provide motivation and improve learning outcomes** - Peer support in the classroom can be especially powerful for learning, including feedback, sharing models of good work, and opportunities for live discussions of content.

**Supporting students to work independently can improve learning outcomes** - Independent learning, self-regulation and the acquisition of metacognitive skills are key to ensuring students catch up.

**Different approaches to remote learning suit different types of content and students** - It is important for teachers and school leaders to use their professional judgement in determining the support they provide their students and to monitor its impact on learning.

**Why is it imperative that we have a consistent language used in school?**

As the curriculum resumes, it will of course be important that we don’t project anxiety onto students, and that there is a spirit in schools and classrooms of confidence and eagerness, rather than of crisis. There has been a lot of unhelpful, doom-laden language in the media, referring to ‘lost generations’, to ‘damaged’ and even ‘scarred’ cohorts of children, and to educational ‘catastrophe’.

If we talk about ‘lost learning’, ‘gaps’ and the ‘need to catch-up’ then we risk these things becoming self-fulfilling. To ensure we support our students re-integrating back into more structured learning, it is vital that we remove and avoid using language that expresses negative connotations around learning such as ‘gaps, missed learning, catch-up and recovery’. For some students, they will be acutely aware that their learning has not progressed at the rate that it would normally do so and we must relieve any anxiety that we may inadvertently add. We must use positive language around the resuming of the curriculum: ‘moving forwards’, ‘building on’, ‘re-establishing’, ‘securing’, ‘consolidating’, ‘opportunities to revisit’, ‘onward’, and so on. As a school, we will be referring to the language of ‘reconnection’ when discussing the curriculum. This reflects the importance of reconnecting students

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with knowledge, but also with school and with classroom learning. We should also look to use language such as 'learning resilience, bridging learning, re-engaging and re-focusing with learning' as well as supporting all students with developing their own growth mindset to ensure they view challenge as stepping stones to success. As professionals, we must model grit, determination and perseverance as well as explicitly teaching metacognitive skills to our students to support them in their learning journey post Covid-19.

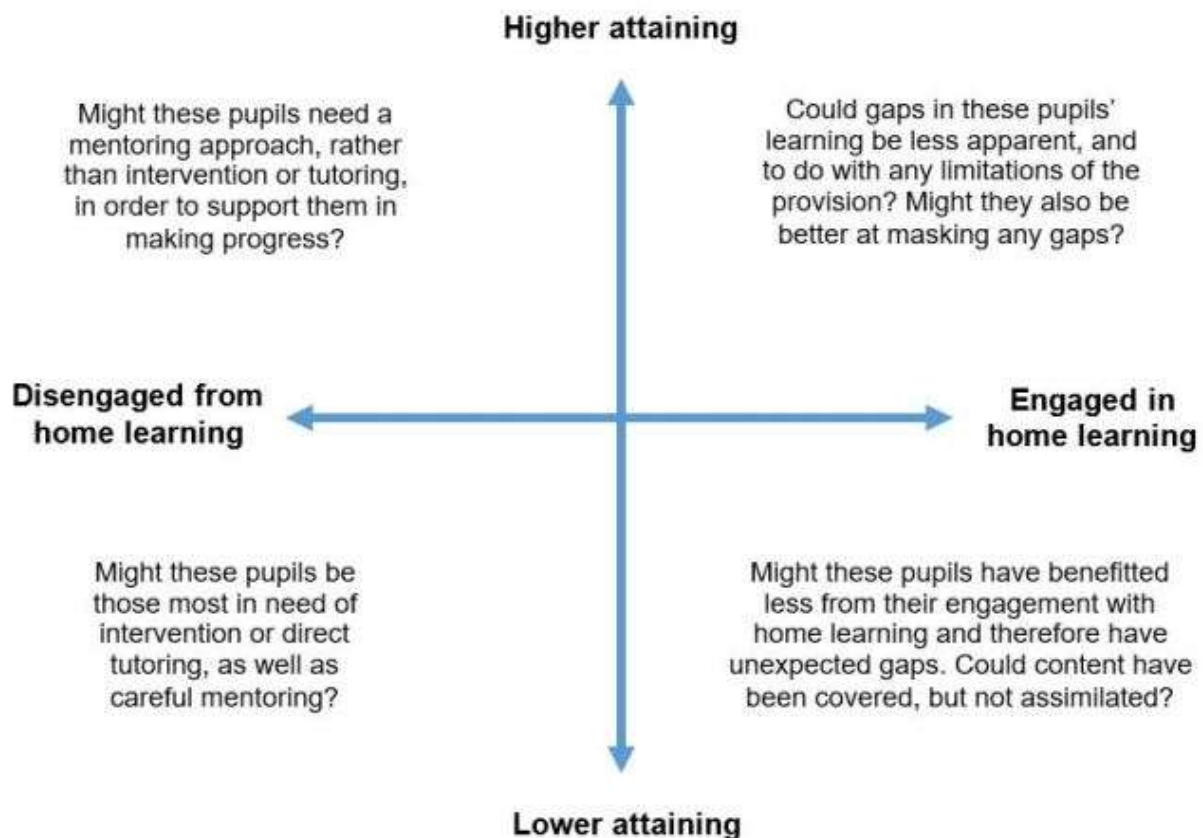
#### How should we address the 'engagement gap'?

Perhaps the most significant 'gap' will simply be between those who have been more engaged with remote learning and those who have been less engaged. This will probably be the main determining factor in how far 'behind' individual students have become.

When departments are planning how to close this gap when back in school, it will be important to remember that there is a range of reasons why particular students may have been disengaged from remote learning.

- Apathy or malaise
- Low levels of self-organisation and self-discipline
- Parental absence or detachment
- Demotivation through lack of contact
- Lack of technology
- Chaotic home life
- Competing social or peer pressures
- Competing leisure activities (e.g. gaming)
- Mental health issues
- Family crisis or bereavement
- Literacy or language barriers

It will also be important to remember that students who have not engaged with remote learning are not necessarily those who disengage when at school, or who are lower attaining generally. When planning support for students' learning in the autumn, it may be helpful to think in terms of the following:



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### How should departments be planning to resume the curriculum in September?

Subject leaders and departments are already working hard on planning for September – for what they will teach, in what order and in what way – in order to meet the challenges of a return to full-time school.

However, it will not be possible just to switch the curriculum back on and to continue working through existing schemes of work without any amendment and acknowledgement that we will be entering a very different and challenging new academic year. Most students will be returning after a break of 69 teaching days, from regular teaching and learning and will have made very different rates of progress during this time. Some may have made little, and some may not have retained all of what they learned before. Planning within departments will need to take all of this into account.

Nevertheless, this should not mean that the curriculum narrows, or becomes backward-looking, but that it becomes more responsive. Departments need to keep this ‘missed content’ in proportion and not focus on ‘assumed gaps’ but more on what the students actually know upon their return and what they need to know to progress.

The following are some possible considerations for subject leaders and departments, which may be helpful as you plan for the resumption of the curriculum in September. Because they are generic questions, they will apply in different ways, and possibly not at all, to different departments. However, we hope they might help to drive professional conversations about curriculum planning and supporting students to re-connect with their learning which will now be more important than ever.

- What will students actually have missed?
- In what ways might some students now be further ‘behind’ than others?
- How will students new, individual ‘baselines’ be assessed?
- How quickly should new material be introduced?
- How will the resumption of learning be made exciting and challenging, even where previous material is being re-covered?
- How might we address the ‘engagement gap’?
- How will students be best prepared for exams in 2021? (*dependent on OFQUAL consultation*)
- How might students’ knowledge of the pandemic be integrated into subject learning?
- How might learning in core subjects be supported across the curriculum?
- How might curriculum planning need to reflect changes in pedagogy?
- How will departments plan for a blended learning approach?
- Will curriculum planning need to acknowledge the possibility of some non-specialist teaching?
- Will departments need to make adjustments to their usual Year 7 curriculum?
- How can we make up for missed classroom talk and dialogue?
- What are departmental curriculum ‘contingency plans’ in the event of a local lockdown/ school closure?

**NB:** Oak National Academy are currently publishing their curriculum plans for most subjects next year. Detailed curriculum plans alongside resources are available through their website:

<https://www.thenational.academy/oaks-curricula>

### Key recommendations to support our ‘reconnecting learning’ plan:

- a) Consider **how to assess** and collect data to inform next steps e.g low stakes testing/ intervention/ retrieval practice
- b) Consider **how we feedforward** to students to support their understanding of their own learning (DIRT)
- c) **Responsive teaching** to the needs of the students and the gaps in their knowledge/ misconceptions in their learning

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### **How will we re-engage and re-ignite a love of learning in the classroom?**

Planning will still need to take account of what hasn't been taught during the pandemic. Some students will have thrived on home learning, and many will have made excellent progress. However, we cannot expect students generally to have learned as much as they would have done in school, even when they have worked their hardest. Even where content has been taught – either through the setting of independent work, or through live or recorded zoom lessons – this may not have been embedded as well as in the classroom, where the teacher's modelling, explanation, questioning and feedback is live and responsive.

#### **1)Assessment**

We can't assume what the gaps in learning might be when students return. We will need to assess this accurately and find out exactly where the gaps are. At the same time though, we can't allow assessment to dominate the curriculum so the bulk of this will need to be regular formative assessment within lessons. We are missing assessment data that we would normally have for Y10 going into Y11. How can we identify target students without this?

#### **Strategies for teachers:**

Assessment to impact on learning? Assessment to inform classroom teaching? Ensure that regular assessing is in place early on in September to identify the learning gaps, relating to work covered in the closure period. These may well need to be narrowed in focus, testing just the core parts of the curriculum needed to unlock the next parts of the curriculum. Therefore, choices will need to be made of what is most important to know and therefore to test. Our catch-up recovery plan should not focus on re-teaching all set content during the lockdown period.

Plan for rich formative assessment exercises (retrieval practice) in lessons to assess where the gaps are for individual students, especially disadvantaged students e.g. checklists, questioning, quizzes, regular low stakes testing

Class student surveys via Google Forms work very well to assess and compare student levels of confidence on topic/ set tasks.

#### **2)Explanations**

Good explanations are built upon prior knowledge, which can usually be relied on from well sequenced previous lessons, that most students will have been exposed to. This won't have been possible during the closure period.

#### **Strategies for teachers:**

Take more time than usual with explanations and don't assume prior knowledge – there will be huge variability in the room, due to the varying degrees of engagement with distance teaching. Start explanations of new material by carefully eliciting and building up the required prior knowledge through questioning and re-teaching etc.

#### **3)Feedback**

During the closure period, there is a very high possibility that significant misconceptions will have developed, as you won't have been there at the point of instruction to pick up any errors in understanding.

#### **Strategies for teachers:**

A judgement will need to be made here. In some cases, if it becomes apparent that there are significant misconceptions in an area covered by distance teaching, it might be better to simply re-teach it. Teaching must be responsive to the learning of the students. Even if it is not re-taught, when you are reviewing material covered during distance teaching, or they are using it in new ways, you will need to unpick misconceptions and give very specific feedback (whole class and/or individual) to correct them.

#### **4)Homework**

Homework offers an avenue to revisit material covered during the partial closure and address gaps, however we must consider the following:

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What will be the focus of the homework – what topics will they cover?

What does the homework hope to achieve – knowledge recall or practice? etc

Students may lack the knowledge that they would normally have to complete the homework. At best there is going to be large variation between students' dependent on their engagement during the partial closure.

#### **Strategies for teachers:**

Use formative assessment strategies to identify common gaps in knowledge for your classes and develop homework that is tailored to these. Consider how you can provide support and scaffolding with the homework (potentially through the use of pre-recorded Zoom videos) to support students completing homework.

Ensure that homework is not set that assumes knowledge that students may not have.

Be careful in trying to fill online learning gaps through homework tasks – non-engagers with online learning are likely to be those who will not complete homework ordinarily.

#### **5)Memory**

The opportunity for retrieval practice will have been reduced during partial closure. As a result, students would have forgotten lots. This is also true of spaced practice which will have also contributed to forgetting of curriculum content.

#### **Strategies for teachers:**

Regular retrieval quizzing in lessons to support and encourage recall, which will in turn help to build memory.

Opportunities for teasing out prior knowledge need to be carefully planned and given time, as many of these 'memory connections' will have been lost. New knowledge then needs to be carefully built upon this.

#### **6)Metacognition**

Despite best efforts with online modelling it is likely that students will not have practiced their metacognitive thinking as much as they would have in the normal classroom. The need for self-regulation has increased as a result of the lockdown as students need to recognise their own areas of weakness.

#### **Strategies for teachers:**

Ensure that when planning lessons, opportunities to explicitly model metacognitive thinking (through processes such as "think aloud") are incorporated into lessons and that students are then given the opportunity to practice these skills themselves.

When preparing lessons consider if students are being explicitly taught how to plan, monitor and evaluate how they are going to approach a task and use this language explicitly. This is also an opportunity to build on some of the self-regulation skills students have built during lockdown. Some students will have made improvements in this area and this best practice needs to be drawn out and shared.

#### **7)Curriculum**

Online teaching materials are likely to have been different to what would have been taught in school. Units/modules/topics may have been altered or missed entirely – subsequently skills and knowledge from one unit that may have been built upon in future teaching may not be there. Decisions will need to be made in terms of priority. The whole of the lockdown curriculum cannot be retaught without something else going. Whilst there is a short-term need for students that we remain accountable to provide, as ever- as it has always been- we need to keep our eye on the gains to be made for long-term planning and provision.

#### **Strategies for teachers:**

In departments, consider where gaps in learning due to the partial closure may directly impact on teaching of new content/skills etc and ensure that lessons are adapted to develop the required base knowledge first. Review curriculum maps, with a particular focus on what would have been taught normally post March. Consider where this material would link to later teaching in the curriculum and identify where these links may have subsequently not developed. Once this is done actions may involve just re-planning of individual lessons or altering order of curriculum where possible.

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### 8) Classroom Routines

Routines may be forgotten and some habitual behaviours may have been lost during the closure period.

#### Strategies for teachers:

Make routines and expectations crystal clear at the start of the year and keep referring back to these. Teachers should establish appropriate learning-focused relationships where expectations are set high and where all students know the routines and boundaries. Opening lessons can be used to model and practice basics – e.g. basic expectations, questioning routines, literacy expectations etc.

### 9) Questioning

Students might be more reticent about answering questions in lessons, due to their perceived lack of understanding as a result of school closures.

#### Strategies for teachers:

Be more patient than usual when questioning students in lessons and be prepared to scaffold more. There can be a significant range in the extent to which questioning strategies have an impact on securing deeper learning with all students. It is important for us as teachers to develop the capacity to be responsive and that effective questioning techniques are embedded in our day to day practice, either in class or virtually e.g. cold calling, think-pair-share etc.

### 10) Literacy

Students may have gone several months without physically writing anything down. Some students will not have engaged with academic study for some time. This may exacerbate vocabulary gaps and students may be inclined towards non-academic and informal language.

#### Strategies for teachers:

Provide multiple opportunities for writing in early lessons. Give clear SPaG (Spelling, Punctuation and Grammar) expectations and guidelines. Use assessment to identify SPaG, writing issues and liaise with SEN-department where necessary. Use sentence starters, writing frames and planning structures to support extended writing in the early weeks of term. Revisit vocabulary from last year to identify gaps. Support and encourage students to speak in full sentences and scaffold their use of academic vocabulary through questioning and feedback.

*Model questions we should be asking of ourselves as teachers:*

#### Building on previous knowledge & skills:

Do students have the prerequisite knowledge and skills ready to support their learning in this topic?

If not, what do I need to do to prepare my students for this area of work?

What consideration do I need to give to differentiating work for SEND/ EAL learners?

#### Providing clear instructions:

Are students clear about what they are being asked to do?

What equipment and resources do they need; have they got access to them?

#### Modelling and scaffolding:

Am I explaining, demonstrating and scaffolding the work to students well enough?

Are my examples and explanations chosen well to uncover key learning points and to identify common misconceptions?

#### Activities & Resources:

Are my activities well designed to allow for consolidation and progression in students learning?

Do students have sufficient opportunities for well-planned retrieval practice (Working Memory to Long Term Memory)

Do I ask students to demonstrate what they have learnt?

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**Assessment & Feedback:**

Do I provide students with opportunities to check their work, see different solutions and view exemplar work?

Am I monitoring students' engagement and progress in their learning well enough? How do I know they know – use of questioning /assessments/quizzes etc?

Do I provide students with helpful feedback to support their learning?

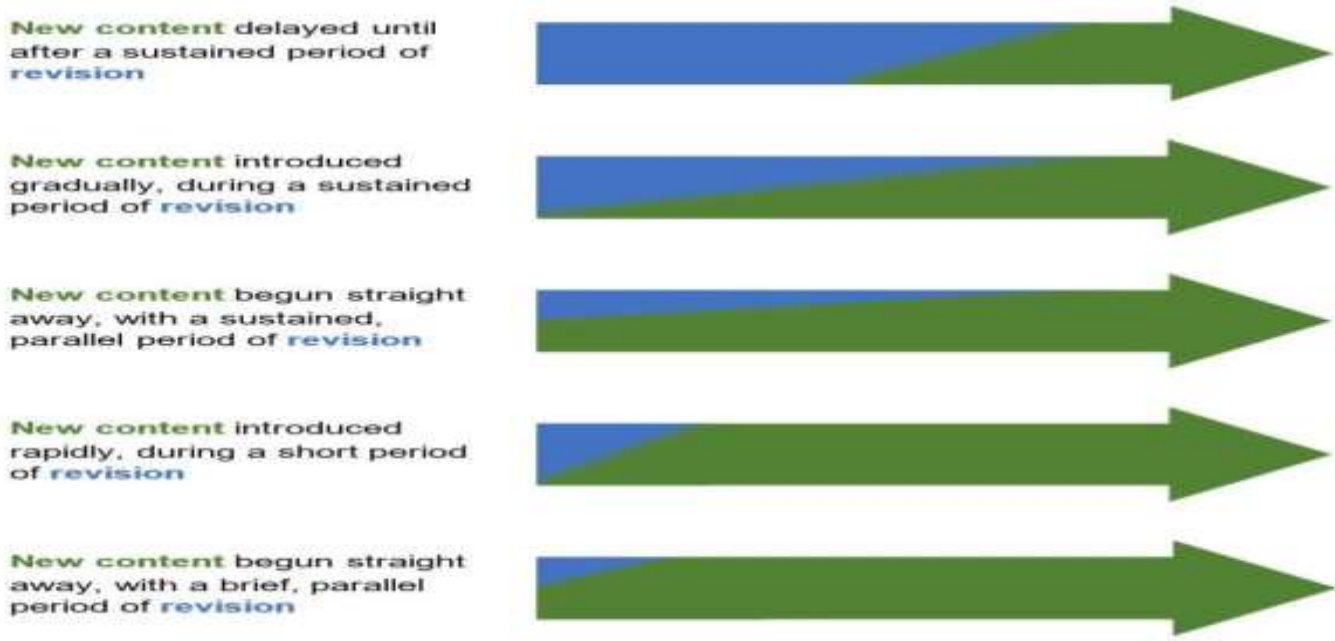
**How quickly should new material be introduced?**

The design of our reconnecting curriculum is likely to allow for an element of revision and consolidation, to re-secure prior learning and to establish a firm base from which to move forwards. The government guidance states:

*“Substantial modification to the curriculum may be needed at the start of the year, so as to prioritise teaching time to address significant gaps in students’ knowledge and aim to return to the full planning curriculum by summer term 2021.”*

However, this shouldn't mean that new learning stops. In most cases, departments are likely to opt for a model which interleaves the teaching of new material with the spaced revisiting of previous learning. In planning for this, departments will need to consider how much they are loading on students cognitively (Cognitive Load Theory). How new material is introduced might well vary according to teaching group or to area of study.

Below are some possible models for designing a unit of work, having thought carefully about what prior knowledge may need revisiting in order for this new learning to be successful.



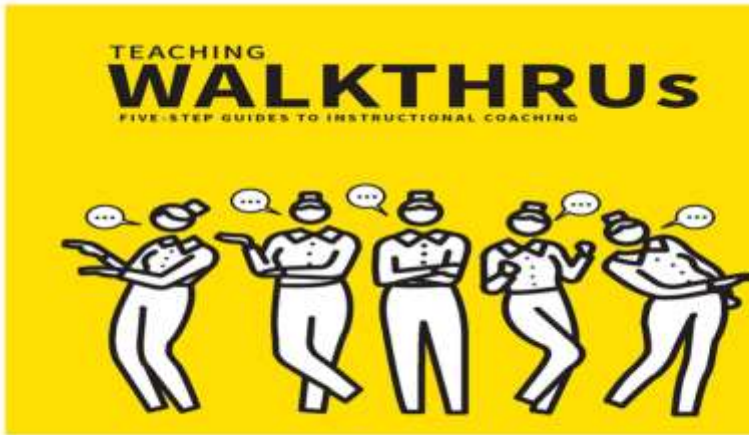
One of the key messages from the **EEF's Distance Learning Rapid Evidence Assessment** is that the elements of effective learning (See Tom Sherrington's principles below) are more important than the medium of delivery. Clear explanations, scaffolding and feedback are more or less as effective when delivered remotely as when delivered in person. What we need, then, is for each stage of the lesson cycle to be reproduced virtually: clear explanations; opportunities for initial practice (supported by automatic or self-assessment); modelling of more complex tasks and opportunities for teacher feedback when students complete these tasks.

If students have gaps in their learning they can have high quality input outside of the classroom to address that. Intervention can help students access and use these resources, generating entirely bespoke learning paths. Teachers will be able to adopt a blended approach: drawing on remote activities as DIRT tasks, using virtual resources to deliver the explanation phase of the lesson and then practice in class, or vice versa



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Sherrington's 6 principles of Quality First Teaching:

- 1) Explanation
- 2) Questioning
- 3) Modelling
- 4) Challenge
- 5) Practice
- 6) Feedback

### **How are we going to support our most vulnerable and disadvantaged students upon their return to full time education?**

Our most vulnerable students may not be who we think they are! Some students who were identified with the greatest needs back in March may have managed well and have remained in close contact with their key worker/ TA, whereas some other students will have developed new needs or difficulties. The first response to these difficulties, in line with the SEN Code of Practice, is excellent quality first teaching.

*'High quality, inclusive teaching ensures that planning and implementation meets the needs of all students, and builds in high expectations for all students, including those with SEN. It is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate and challenge learners to enable them to be successful.'*

For students who have EHCPs, we will prioritise providing the support specified in Section F of EHCPs and ensuring there is consistency of therapies and provision for these students. All students at SEND Support have a Student Passport so teachers have the information they need to enable responsive and adaptive teaching to take place. Interventions in term 1 will be limited to optimise students' access to subject specialist teaching.

Social stories will be a key feature of support to allow students to process the social and physical changes that have happened to support them with their re-introduction into daily school life. Counselling will continue to be via a referral system to local drop-in provision and The Educational Psychology team will be focused on assessing students with the greatest needs to ensure teachers have the information they need to provide adaptive and inclusive Quality First Teaching.

### **How should departments prepare for 'contingency planning' in the event of another lockdown?**

Even as lockdown restrictions lift, with all the benefits we have seen in the use of online learning over this period, we have also seen what stands to be lost if we move away from a focus on more traditional face-to-face modes of delivery. Without technology that allows students to be involved in and to hear discussions within the classroom, and without the ability to truly create a dialogue between teachers and students, the virtual classroom is a mediocre substitute for the real thing. In a post-COVID-19 world, we need to guard face-to-face teaching and we know this face-to-face interaction is vital for students who are new to the school, especially our new Year 7 cohort. But what happens if there are confirmed cases in school and we are in a similar position in the autumn?

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. There will be a heavy reliance on blended learning in the months ahead, and should we experience further school closure, departments should plan for the following:

- ensure there is a departmental strategy for blended learning outlining expectations for each year group including a fortnightly plan of teaching and learning in the event of another lockdown
- the blended learning strategy should clearly emphasise the number/ percentage of live lessons, pre-recorded tasks and independent remote learning opportunities to be undertaken each fortnight in line with the existing curriculum model (Synchronous & Asynchronous learning)
- outline which 'Tier' of teaching each member of the department will deliver

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- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations
- give access to high quality remote education resources
- ensure effective interaction, assessment and feedback are planned for
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- plan accordingly for some students who may not be able to access remote education without adult support
- set assignments/tasks so that students have meaningful and ambitious work each day
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised
- provide frequent, clear explanations of new content, delivered remotely through high quality curriculum resources and/or videos
- gauge how well students are progressing through the curriculum, using retrieval practice, questioning and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students’ understanding
- plan a programme that is of equivalent length to the teaching students would receive in school
- avoid an over-reliance on long-term projects or internet research activities

All Subject Leaders should send their blended learning strategy to Mr Dean to upload onto the school website by Friday 25<sup>th</sup> September for parents/carers and students to access in the event of a local lockdown in the autumn term. This should also provide guidance for staff within departments.

Department: \_\_\_\_\_

**Blended Learning Curriculum Overview 2020-21**

In the event of a local lockdown, students isolating or school closure, please outline your approach to blended learning below. DfE guidance stresses there will be a need for ongoing provision of “remote learning” which “is high quality and aligns as closely as possible with in-school provision.” Within departments, this may mean planning each unit or area of learning with an eye on how it could translate into virtual or remote practice, if necessary. For example, it might mean preparing booklets or text-based resources which could be used by students at home as well as at school. It might even mean having procedures and infrastructure in place for recording lessons, or for allowing simultaneous online access to classroom teaching.

<b>Autumn Term</b>	<b>Curriculum Time (Periods)</b>	<b>In-School provision (situation dependent)</b>	<b>Live ‘Zoom’ lessons (Tier 3&amp;4) Expectations</b>	<b>Pre-recorded ‘Zoom’ lessons (Tier 2) Expectations</b>	<b>Resources available?</b>	<b>Assessment &amp; Feedback?</b>
Year 7						
Topic/ Unit:						
Year 8						
Topic/ Unit:						
Year 9						
Topic/ Unit:						
Year 10						
Topic/ Unit:						
Year 11						
Topic/ Unit:						
Year 12						
Topic/ Unit:						
Year 13						
Topic/ Unit:						