

Curriculum Recovery Plan 2021-2022

Department	New actions
Art	<p><u>KS3</u></p> <ul style="list-style-type: none"> • We have a complete overview of student engagement over the lockdown period & are fully aware of those who chose not to engage. This date will be shared with the team. • Baseline assessment drawings, as always, will be the 1st activity. • Topics will stay the same & be delivered in the same order • Engagement of all through fun and positive delivery of lessons will be of utmost importance. • Visualiser & 'holding up work, will be used to reduce teacher/student contact. <p><u>KS4</u> - In light of NO EXAM (component 2) our focus is.....</p> <ul style="list-style-type: none"> • To complete topic 1 - 'identity' & complete a final piece during the mock week. • Missing components to this topic will be completed after the mock, such as clay & lino pieces. We estimate that this will take us up to the christmas period. • Topic 2 - 'Nature' will begin in January & will be completed before Easter. <p><i>Without component 2 we will have masses of time to complete 2 topics that will represent the students level of ability and enable us to generate a very good grade.</i></p> <p><u>KS5 Art</u> - In light of NO EXAM (component 2) our focus is to.....</p> <ul style="list-style-type: none"> • Complete 3 themes, with a final conclusion piece as the end of their personal investigation. The 1000-3000 will be written in march. <p><i>Without component 2 we will have masses of time to complete their personal investigation in which this portfolio of work will be more than enough to award a very strong grade</i></p> <p><u>KS5 photography</u> - In light of NO EXAM (component 2) our focus is to.....</p> <ul style="list-style-type: none"> • Complete 8 themes, with a final conclusion piece as the end of their personal investigation. The 1000-3000 will be written in march. <p><i>Without component 2 we will have masses of time to complete their personal investigation in which this portfolio of work will be more than enough to award a very strong grade</i></p> <p><i>KS5 - All students have made good progress during 'lockdown' & will all benefit from spending all their time on</i></p>

	<i>their personal investigation, instead of having to start component 2 in February</i>
English	<p><u>Yr 7 LA:</u> we have set students according to KS2 teacher assessments in the first instance, because of a high number of PCUP students but a very low number of ?? students sets 4 & 5 will be taught together for the first few lessons (up to 2 weeks when a series of assessments will take place inc a hot task on writing a myth) to ensure that these are correctly assigned whilst ensuring continuity. The set will then split with the PCUP students (or any judged necessary) embarking on the Fresh Start programme.</p> <p><u>KS3:</u> all KS3 SoW are tracked against the KS3 assessment criteria with regular hot tasks to monitor progress. DIRT time is included in the SoW for re-teaching as necessary.</p> <ul style="list-style-type: none"> - For yr 7 we will respond quickly to very obvious mis-setting with a full review by Christmas <p><u>KS4:</u> the DfE announcement that 1 unit of the literature exam can be deselected may mean that we have covered the literature curriculum (the position on unseen poetry will need to be checked with AQA), we will deselect the poetry anthology. On return students will</p> <ol style="list-style-type: none"> 1.) sit a language paper 1 to activate prior knowledge and identify areas of weakness (these will be addressed through whole class or group re-teaching or success makers) 2.) Complete DIRT on paper 1 (inc creative writing) 3.) First teaching of paper 2 will then take place 4.) Literature texts revision will take place as hw (booklet of Lord of the Flies worksheets already printed) prior to: 5.) Exam style questions on the literature texts will take place in class (mindful of possible reliance on 'mock grades) 6.) Paper 2 will be examined and DIRT take place in class prior to full language mock. <p><u>KS5:</u></p> <p><u>Yr13:</u> the curriculum has been covered with the exception of the NEA for which topics have been chosen and reading begun; work on the NEA will continue at home with in lesson support. The focus in lessons will be converting knowledge into successful exam style answers, this will be through regular exam practice and DIRT.</p> <p><u>Yr12:</u> will start as planned with the critical anthology then moving on to Othello (HLM) and Kite Runner (SCD).</p> <p><u>Joint lessons</u> will focus on revision of the critical anthology and tackling the unseen.</p>
Maths	<u>Year 7</u>

We have set year 7 using teacher assessment.
Our PCUP students will originally be in Set 4 with KM acting as a TA to support and identify those that will move into the intervention class.

Year 8

To start with year 8 SOW, with awareness of what students were taught remotely. Before the next steps of these areas to be taught CST to highlight in dept meetings and use of year 7 used to support the year 8 material. KM may choose to use year 7 SOW with PCUP.

Assessments to carry on as usual.

Year 9

To start GCSE course, no changes made.

Assessments to carry on as usual.

Year 10

NCA aware of what areas were taught over lockdown and will draw attention to this when relevant.

No changes made to SOW.

Assessments to carry on as usual.

Year 11

Changes made in the sequencing of SOW due to taught lessons in summer.

NCA aware of areas taught over lockdown. Short progress tracker assessments for each of the areas taught during lockdown to be used to check knowledge and class teachers to then teach lessons appropriate for their group to fill in any gaps. Time will be built into the SoW throughout the year for these as they fit in with new topics being taught.

Two in class papers, one calc and one non-calc in internal PPE week.

Starters to review material taught over lockdown.

GCSE papers to start earlier but as part papers before Christmas.

No changes to final exam.

Year 12

Course to start as usual. Year 11 had finished the course.

Year 13

Course to continue as usual. No changes to final exam.

Due to teaching at the end of the year we are now ahead of our SOW.

Non-engagers

	<p>CST/NCA/EIR made some movements due to engagement with class sets at the end of the year.</p> <p>EIR has downloaded the final SIMS report of the year for staff to have access to, EIR will encourage staff to record in their markbooks.</p> <p>Overall I think it will be an ongoing conversation with the dept throughout the year.</p> <p>CST/NCA to use this data alongside class data to provide interventions.</p>
History	<p>Year 7</p> <p>We will start the year as usual, with our 'bridging' unit between Primary and Secondary so we can have a thorough understanding of where our students are at. All other units remain the same.</p> <p>Year 8</p> <p>We skipped a unit at the end of the Year 7 course last year and focused a lot of time on students developing interpretation and analysis skills of sources. Whilst it is not ideal students did not learn about the English Civil War, it is not a massive issue because we were still covering key historical skills.</p> <p>Assessments to continue as usual for Year 8.</p> <p>Year 9</p> <p>Like Year 8, we skipped the last topic of the year, which was a difficult one to teach online and instead made our thematic unit longer. This is the only thematic unit in KS3 so will not hinder the students progress. They will progress through Year 9 content as usual and will complete assessments as usual.</p> <p>KS3 General</p> <p>We will use data from the final reports to help with teachers identifying students who may be behind due to a lack of engagement. It is important for us to maintain our schedule of assessments so we can provide feedback and assess strengths and weaknesses of both individual students and cohorts due to lockdown.</p> <p>KS4</p> <p>Year 10</p> <p>We began GCSE content during the last half term of the year however switched the units around from Superpowers to Normans because of the accessibility of the content. All</p>

	<p>students joined one classroom and DNI has given access to Year 10 teachers for next year. Teachers will spend approximately 2 weeks going back over key content from lockdown then continue on with Normans unit. We will have to continue to monitor progress because we are slightly behind where we would normally be.</p> <p>Year 11 Ofqual's consultation document allows us to drop a unit, so we will no longer be teaching content for Paper 1 (Warfare and British Society). During lockdown we continued teaching content as normal and have all completed half of the content for Paper 3 (USA: Home and Abroad). However, there was limited amount of exam skills we could teach and despite all class teachers holding online lessons each week with their classes, and due to the limited cross-over from previous exam questions, we will now be able to use the extra time from not teaching Warfare to go back over content from lockdown and work through it with exam practice. In class PPE based on previous units taught (Superpowers and Normans). Normal assessments throughout the year as normal.</p> <p>KS4 General It is really important to us that we get right back into the swing of things and that we, especially with Year 11, refocus them as soon as possible. Even with the spare time, we are very aware that there is still a lot of skills to teach the students and with them having been out of school for so long, we are most concerned with them. In class assessments and informal knowledge quizzes are crucial to our monitoring of what students need and each class, I suspect, will require individual intervention.</p> <p>KS5 Year 12 Students to begin the course as normal with AEH and GW teaching their normal courses.</p> <p>Year 13 No class.</p>
Design & Technology	<p>KS3 Overall - We plan to offer near to normal curriculum using SOL 2020 which has been updated. we need to see the timetable to be able to plan our practicals. There has to be an hour between practical lessons to facilitate meticulous cleaning of equipment between bubbles.</p>

	<p>Once we have a timetable I can start to plan practicals.</p> <p>Food lessons - queuing plan established in the canteen with colour coded allocated waiting points, bag drop areas and seating plan.</p> <p>Video made to explain how to wash hands, sanitise sink , wash up and sanitise equipment.</p> <p>Design & Technology lessons - Queuing and seating system in place, awaiting resources to mark out spacing.</p> <p>All students will bring their own apron to all tech lessons.</p> <p>SOL has been coded to facilitate continued learning in a lock down situation. Lessons are marked 'in school' 'at home' etc. with resources linked for teachers to upload to their google classrooms.</p> <p>KS4</p> <p>Food - No change to exam for Level 1/2 Hospitality, however Food science have lost their NEA 1. This could mean we could move the cohort to GCSE for this year, reducing the 9 hours of exam coursework to 3 and all able to obtain a GCSE grade. The work completed in lock down is valuable still, but those who did not engage stand a better chance with GCSE.</p> <p>D&T - Only change to the course is they can make a cardboard model of their final product, not out of wood etc. We would seek to offer them the chance to make the design in exam conditions as this will give them the best chance to complete a detailed evaluation section.</p> <p>KS5 -</p> <p>Food science - WJEC currently in a real mess over awarding for 2021. Students can be awarded on Unit 3 only, or Unit 1 and /or 2, its up to the students. Waiting for further clarity, but all 7 students are returning. Contact made with one who did not engage during lockdown, and a plan in place for catch up.</p> <p>D&T - No changes and group was engaged throughout lockdown. They will proceed as normal.</p>
Geography	<p>KS3</p> <p>Year 7</p> <ul style="list-style-type: none"> • We have changed the KS3 curriculum (planned before Covid), which we are rolling out with year 7 first. They will still have the usual "Introduction to Geography" lessons at the start of the year. Not all students would have studied Geography before (regardless the current situation) so we will be starting from the beginning. <p>Year 8 & 9</p> <ul style="list-style-type: none"> • Department to share a list of any students who were disengaged with home learning so the new teacher is aware. • We have removed the first topic of Skills which will instead be implemented into all topics taught, and

should help close any gaps created from the school closure. This also helps the problem with the use of OS maps/Atlases, which can't be used across the different year groups. When Atlases are needed, they will be divided up so they do not cross between the year groups.

- As a department we were able to teach the topics online and teachers were pleased with how a lot of the students engaged.
- We also did an end of unit test for year 7 and year 8 which has provided us with an idea of how well they understood the topics. This has also helped identify gaps in knowledge and skills which can be reviewed throughout the year and/or in year 9 in preparation for GCSE's. Something to be discussed with the department throughout the year.

KS4

Year 10

- At the end of last term, the year 9's that opted for geography were given lessons and tasks on some of the skills and topics they will be learning at GCSE.
- Staff again to share details of students that disengaged so the new GCSE teacher is aware.

Year 11

- At the end of last term, the year group was set a Seneca assessment on the Development topic. This can help identify what areas students struggled with. This can help each class teacher to identify what needs to be addressed at the start of term in lessons and as homework tasks.
- The fieldwork element has been removed from the exam so there is more time to review the topic taught during lockdown and to close these gaps.
- PPE in lesson to cover topics from the last term to help us identify the gaps in knowledge and then help prepare for the next PPE and final exams.
- There needs to be a bigger emphasis on first wave teaching. There needs to be a bigger focus on exam practice. Exam technique was something much more difficult to teach effectively through online learning and needs to be addressed more throughout year 11. More use of model answers and use of the visualiser to share good answers.

KS5

- Both year groups continue as usual. NEA remains and

	<p>the first draft is due in the Autumn term. Data has already been collected so no fieldwork needs to be completed this year.</p>
PE	<p>KS3 - The students have lost much PE time and we expect to face the following issues: low fitness levels, lower confidence to take part, lower resilience to overcome tough situations, out of practice in communication and teamwork skills</p> <p>The government guidelines do not permit us to run a normal curriculum. We are focusing on non contact PE activities such as athletics, fitness, rounders, tennis, badminton and trampolining. Fitness will play a big role in lessons and we will include a gradual progression in all lessons to build confidence in this area.</p> <p>KS4 -</p> <p>Y11 GCSE - Nothing has been taken out of the PE theory exam as yet. We will start which recaps some of the work covered during remote learning and also builds on long answer exam technique. The topics covered in lockdown will be revisited during the term in the run up to the PPE. We will be running an after school catch up class to fill gaps and give students a chance to raise confidence.</p> <p>Y10 GCSE - They started bones and skeleton topic during lockdown and most did the work. We will cover the topic again slightly quicker than we usually would as most have already done the work.</p> <p>GCSE practical - Edexcel are dropping from three sports to two sports. Further guidance is to be given. There is a huge problem in that contact sport is banned but students are still to complete a GCSE with contact sport as many of their preferred activities. Exam board must come up with an answer to this and we must question them to find out.</p> <p>Cambridge National Y11 - We have completed nutrition unit during lockdown. We will move on to a new unit. The exam was not taken and we must question OCR to make sure these grades are given as predicted grades which has been promised to us. If they fail to deliver on their promise then we will return to the exam criteria after February Half term.</p> <p>KS5 -</p> <p>Sixth form groups - all on track and completed lots of work during lockdown and teacher time in July.</p>

MFL	<p>Year 7</p> <ul style="list-style-type: none"> • Only French being offered. • We will start the year as normal, following the curriculum overview and associated SOW. These were reviewed before the summer break. <p>Year 8</p> <ul style="list-style-type: none"> • German and French being taught • Students who were studying Spanish have moved across to French. LM & SD created a catch up unit/Google Classroom that was delivered over the last half term. It was positively received by the parents. • However, we do need to look at how we get these students caught up with their peers that were studying French since September 2019. • The curriculum does not need to be radically changed, as learning a MFL is largely based on repeating previous skills and vocab. <p>Year 9</p> <ul style="list-style-type: none"> • Spanish, French & German being taught • The curriculum does not need to be radically changed, as learning a MFL is largely based on repeating previous skills and vocab. • Increasing options uptake is a big focus for this year. <p>Year 10</p> <ul style="list-style-type: none"> • Spanish, French & German being taught • Exam changes: We intend to teach the full course in line with the guidance from the exam board. <p>Year 11</p> <ul style="list-style-type: none"> • Spanish, French & German being taught • Exam changes: Speaking exam removed, replaced by an endorsement from teachers. • Modifications to vocab lists, less themes need to be covered. • Seek confirmation from AQA after the break • I have contacted AQA for more information
RE and	CE/PSHCE - A new carefully planned first lesson back for

Citizenship

each year group has been written and will be delivered. Focus being on emotional wellbeing and losses/gains from lockdown. Aim being to reassure students and recognise any students who may require more support. We want to encourage resilience whilst being able to flag any concerns.

Kerin Muddle has also requested some time from this curriculum for the work she is planning on the recovery curriculum. At this stage, she will use some of the year 7 and 9 extra curriculum time.

Year 10 Citizenship - Make use of the good work completed on Media during lockdown and link to the usual course introductory lessons. First topic 'modern Britain' - great time to be talking about what is current, students will hopefully engage passionately with political climate!

Year 11 Citizenship - Whole unit of work 'Politics and Participation' needs going over. Towards the end of lockdown, only half producing the home learning. Need to flag some of these students and offer extra support. Also, wish to build on the excellent work from the high achievers and ensure extended learning is provided for these individuals. We will still begin the 'action' project but at least 2 out of the 5 lessons will be going over the politics unit from home learning. The 'action' unit will look different this year as students won't have the opportunity to travel e.g. Calais. We will need to consider projects within school and maybe more virtual opportunities e.g. Redcross 'miles for the refugees'.

Full PPE provided for Sep 21/09 excluding 'action' questions on paper 1. Even though students will have gaps from the politics unit, I need to measure where they are at and the exam will enable me to do so.

No changes from AQA at present but will await further guidance.

Citizenship Days - Not likely to have visiting speakers this term so need to consider other ways of delivering some of the content.

Due to missing key RSE in year 9, year 10 SRE day moved forward to October.

Need to consider alternative ways of delivering first aid to year 8 as they missed it at year 7. Day planned for October.

KS3 RE

First few weeks plan changed so that we can avoid using shared resources.

First few lessons focus on oracy skills for all KS3 to re-establish key skills and teenage students AFL. Trying to avoid making obvious gaps between students.

Homework has changed to reduce handing in of work. Making use of the resources used during lockdown.

	<p>Year 8 missed unit of work in summer term due to lockdown and we will now do that at the start of year 9.</p> <p>KS4 RE</p> <p>Nothing changing from Wjec at this stage but will await further instructions. Year 11 will start a new topic with the hope of getting everyone back on board. It is a concern that we still have so much to cover especially with NLO going on maternity leave at the end of term. PPE will use paper 2 and some of paper 1 to gauge where we are at and identify students needing more support.</p> <p>RAG created to enable observation and support for key groups of students:</p> <p>https://docs.google.com/document/d/1uKtfnjE0Kd2i8rbAIKkqISXYhPdNUC5MeHNbcUvfaio/edit?ts=5f4ffcfe</p> <p>Following this, initial group created to focus on our more able and setting extension work for them. Meet with them once a fortnight.</p>
CS	<p>Considerations</p> <ul style="list-style-type: none"> • KS3 Running new sow/modified curriculum from September due to reduced timetable so it is all in there. • Interventions - Year 10->Yr11 may be needed depending on what the exam boards want in terms of completion of Units that we were due to submit last year • KS3 - Gaps in students knowledge will be filled with some homework as we go only where it is needed as a scaffold for later years work. • For students transitioning from KS3 to KS4 the same will apply, however spreadsheet work is only necessary for BTEC which we will not be running at KS4. • For students moving from Year 10 into Year 11, (for those who have not engaged in the current curriculum) a series of homework tasks will be set and monitored, there will be a discussion with parents to gauge where they think their children are in terms of their mental health, bearing in mind there will be similar pressures from all subjects. Again hopefully exam boards will modify the outcome requirements (reduced paper size perhaps) so students are not disadvantaged. • Year 11 CS will be completing the Project as homework now. Some will need support which I hope some more able students will be able to help with. Use of Computer rooms will be needed so not sure how this will pan out.
Music	<p>KS3 - New department guidelines and protocols in place for use of equipment and practice rooms. Updated signage within the department. We have also moved the Year 7 Keyboard Unit</p>

2 to after half term to avoid the Vocalise unit which can be revisited later in the year. No other curricula changes required other than the planned progress tracker at the end of each unit and new classroom folders but this is not impacted by covid. Individual class resources being used rather than the usual shared KS3 booklet.

Teachers reminded that practical work will need to finish on time so that students can be ready to leave immediately on the second bell. Instruments and desks will be cleaned at the end of each lesson ready for the next group.

Yr 10 - New structures and tracking documents in place for the course. ACA leading on year 10.

Yr 11 - Initial 4 week 'rescue package' to revise / include exam content recap of everything covered up to this point and over lockdown (minus Area of Study 4.) During this first four weeks students will also need to demonstrate their progress towards their both composition and performing task.

At the end of the 4 weeks students will complete a classroom mock exam to gather content specific information about gaps in knowledge and understanding and this result will then be combined with both their composition work progress and their current performance piece to give a far more accurate predicted grade. This will identify gaps and also students to target for further intervention. There are already 4 students who have been highlighted by the department as cause for concern due to lack of progress prior to lockdown and engagement during lockdown.

Moving forward, we will then split lessons between Area of Study 4 and Composition support (once the composition briefs are released late September).

Please see recovery planning document for more information:

<https://docs.google.com/spreadsheets/d/1dL0Or1z9AtSFIZHdLK5cXDnAO5BWMABe/edit#gid=2015458070>

Structure Plan:

<https://docs.google.com/spreadsheets/d/1N8Rtx36sBjffGUCLD3apc6tUmqDkOuHIOKO1t1waOmU/edit?ts=5f50a963#gid=0>

<https://docs.google.com/spreadsheets/d/1UaH7psffcPByxYPa>

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Drama	<p>Spoke to AQA 02/09 - to request an update but still awaiting final confirmation of changes to the specification for this year which is frustrating.</p> <p>My biggest concern is the Component Unit 2 Devised Project which was started but not finished before lockdown and no performances were able to be recorded. I am unsure whether to try and resurrect this project or await guidance on what will be required for this component as it may be easier to just start a short sharp new piece if the performance and written work parameters are going to be vastly different.</p> <p>UPDATE - Having spoken to other Drama heads we will look to compress the GCSE into one year.</p> <p>September to November - Devised Project creation (some will continue with what they started, others will start from scratch). Devised Performance Early Dec Devised Write up (2500 words) by Xmas Scripted Performance January to March February to April will also be Written exam re-cap</p> <p>There is talk of pushing the exam later which will then give us more time to prepare for this after their coursework is due.</p> <p>Initial outline: https://docs.google.com/spreadsheets/d/12iTzn0xYhhil5ZkO0yYVO5s6DqC0rfBUVv6SHMytwJM/edit#gid=0</p>
Science	<p>Year 7 Baseline test in week 2 to assess current understanding on an individual, class and year group level. Two years of historic data to compare to. New approach to curriculum to investigate topics in more depth with more links between topics.</p> <p>Year 8: First two weeks will review and revise previous learning with a focus on lockdown content coverage. No change to sequence of topics.</p>

	<p>We will build familiarity and recall of lockdown learning through regular interruption tasks and low-stakes testing, throughout the year.</p> <p>Year 9: First two weeks will review and revise previous learning with a focus on lockdown content coverage. For Year 9 the focus will be in transferable Working Scientifically skills in the context of lockdown topics. AP1 and AP2 will form end of KS3 assessment (external paper 1 & 2). GCSE to start November 2020.</p> <p>Key Stage 4: Last term KH co-ordinated contributions from teachers on the identification of key elements of topics covered during lockdown - these have been used to build content of AP1 papers. KH also co-ordinated the creation of new lesson resources to review and reinforce learning of key AP1 content and relevant exam skills. All science teachers have been involved. This approach has been communicated to students - lesson content has been designed to build their confidence and skills in approaching key lockdown learning, so that all go into AP1 exam with the opportunity to succeed. Pre-lockdown we reviewed upcoming topics and re-ordered to focus on topics that lend themselves to remote learning (more knowledge recall, less practical work). Post-lockdown topics therefore lend themselves more to learning through practical investigation. We will build familiarity and recall of lockdown learning through regular interruption tasks and low-stakes testing, throughout the year.</p> <p>Year 12: Very small classes so continuous assessment of previous learning and targeted support will be provided.</p> <p>Year 13: We are permitted to deliver required practicals as demonstrations but we will deliver the practicals 'hands-on' as usual. Face-to-face lessons last term helped us to keep up with content. Practice of exam questions within pressured conditions will be needed.</p>
Business Studies	<p>Year 10:</p> <ul style="list-style-type: none"> New start to course, no changes needed

	<p>Year 11:</p> <p>GCSE</p> <ul style="list-style-type: none"> · Quick summary of the topics covered in year 10 · Assessment to be used for the areas covered in Year 10 to check knowledge and close any gaps where possible · SoW amended as topic 1.3 has not been covered due to disengagement during lockdown · Progress will be monitored due to being behind, as usually the whole of theme 1 is covered in year 10 <p>BTEC</p> <ul style="list-style-type: none"> · Component 1 has been finished with grades awarded · Component 3 will be completed this term to prepare students for the exam which they will complete in February · Component 2 will be completed after component 3 · It will be a tight squeeze getting through both components in one year, a workbook has been created to get through the content quicker <p>Year 12:</p> <ul style="list-style-type: none"> · New start to course, no changes needed <p>Year 13:</p> <ul style="list-style-type: none"> · On track
Child Care	