

Year 11 Remote Learning – January 2021

<p>What will my child be learning during the period of remote learning? Why has the School chosen this topic?</p>	<p>What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</p>	<p>When and how will my child receive feedback on their work?</p>	<p>How will my child be taught remotely?</p>
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English

<p>This term, students would have been studying their post-1914 play, 'An Inspector Calls'.</p> <p>Whilst at home, students will focus on revision of their 19th century text: either 'A Christmas Carol' or 'Jekyll and Hyde'. The October mocks indicated that this is an area requiring specific revision for the year group.</p> <p>As students have studied the text before, and recently experienced the mock exam questions, working on this text will be familiar. This is an excellent opportunity for students to develop, refine and embed their knowledge.</p>	<p>Students will have two 'live' lessons with their class teacher per week of approximately 30 minutes. They will have three separate Powerpoints to work through each week. Each Powerpoint will begin with a Do It Now task and contain key information from the text, a range of recall tasks, and exploratory questions. There will be suggested time limits at the top of each slide. You can support your child by checking they understand the main points around characters, plot, themes and the marking criteria for this question (both section A and section B). This information can be found in their Google Classroom.</p> <p>Good questions to ask include:</p> <ul style="list-style-type: none"> • What happens at _____ point in the text? • What is (character) like and what part does (character) play in the plot? • What were Stevenson's/Dickens' key messages (these are themes)? • Which quotations can you fully remember/partly remember? Can you improve by fully learning the partial ones and adding a few more to your memory bank? • Can you summarise the text in fifty word or less? • Can you give me an example of the writer using a particular literary technique? • Can you link the characters to themes and events? (Mind maps are particularly effective for this. Refer here http://www.mindmapinspiration.com/drawing-a-mind-map-from-start-to-finish/ for guidance). 	<p>Students should submit one piece of extended writing per week. This will always be the main task from the third lesson. Students should expect group feedback the following week. Individual feedback will follow.</p> <p>Students will be expected to complete all tasks in all Powerpoints. A final task will be set of an extended piece in preparation for an assessed question on return to school. If lockdown is extended beyond this week, they will have three Powerpoints as opposed to two.</p> <p>When they return to school, students will complete an assessed, 40 mark, transactional writing question in exam conditions.</p>	<ul style="list-style-type: none"> • One 'live lesson' per week. This will cover the week's learning and success criteria. Teachers may provide group feedback and address any misconceptions from previous pieces of work. • Teachers will check into their Google classrooms daily to answer any questions that have been left in the chat. • A list of websites and online resources that can be used for additional support. • Bespoke Powerpoints • The websites shared via Parentmail before the break are very useful for all revision and include Seneca, Sparknotes and BBC Bitesize for Edexcel. We will also provide optional stretch tasks and suggested reading, should your child choose to develop their subject knowledge even further.
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Maths

<p>Over the next two weeks students will continue to work through their bespoke condensed curriculum.</p> <p>Each has its own bespoke programme of study that was created following the mock exams to give students chance to address their individual misconceptions and development needs.</p> <p>Students have been following their condensed curriculums since November half term and will continue to do so until the end of half term.</p>	<p>For live lessons teachers will set a starter activity in the form of a Do it Now Task which is then discussed as a class. The teacher will then model the new skill or idea to the class; this will be either in the form of Powerpoint or modelled directly on a white board as would normally happen in class. The class will then have a short task to do to test their understanding which the teacher then marks with the class before moving on to the next stage of the lesson.</p> <p>For Live lessons students will need to follow the link to the live lesson via Google Classroom and have a pen and paper ready to write on.</p> <p>For recorded lessons on Google Classroom students will complete a Starter activity typically on Diagnostic Questions, this is to let the teacher know what they have understood from the live lesson or the previous recorded lesson. From there they will watch a short video modelling the new topic, either one created by their teacher or from another source such as Corbett Maths. The main tasks for lessons will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>To help students with their main tasks on MyMaths it is useful to work through the online lesson which guides students through a topic before going straight into the online worksheet. For the online worksheet it is useful to have a pen and paper handy for workings out as well as a calculator.</p>	<p>The main work for lessons on Google Classroom will usually be on MyMaths but teachers may use other tasks as well. Teachers will look at the performance on the MyMaths tasks and provide feedback either by a bespoke video or a relevant video from a different source such as MathsGenie.</p> <p>At the start of the lesson there will be a starter activity usually on Diagnostic Questions which gives students a chance to act upon the feedback in the video and practise the ideas modelled.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – Live teaching will be for a modelling of new ideas and skills and a chance for students to ask questions. • Recorded teaching (Google Classroom) - a mixture of Videos from SET staff, from MathsGenie or from CorbettMaths to model the new ideas. This will sometimes be in the form of bespoke Powerpoints/ resources. • Teachers being available to answer questions via Google Chat during the Recorded Lessons on Google Classroom in the same time slots as students would usually have maths.
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Science

11.1

Students will be completing the Magnetism and Electromagnets unit. This unit has real world importance because of electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this. This unit is part of Paper 2 and most of this is new learning, and forms one of two final units the students will study on the GCSE course.

Once this unit has been completed students will go on to study their final chemistry unit : The rate and extent of chemical change. This unit looks at how we can affect reaction rates and had been postponed in the hope that we complete some of the experiments included in this unit. This unit is also part of the Paper 2 content. Students will learn what factors can affect magnetism and reaction rates. They will also learn how to write step by step methods as they develop their experiment analysis skills which will support their long answer response skills. They will be guided by quizzes to check their recall of key ideas and become familiar with how to tackle common exam questions.

11X and 11Y

Students will be completing the Forces Unit. This unit involves considering how forces affect their surroundings which is important when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. This unit is part of Paper 2 and most of this is new learning. Students will learn a range of physics equations and how to rearrange them. They will also learn how to analyse data about stopping distances which will support their long answer response skills. They will be guided by quizzes to check their recall of key ideas and become familiar with how to tackle common exam questions.

Triple Science

Students will be completing the Magnetism and Electromagnets unit. The students have 3 remaining units which this is one of. The work in the Triple content will be additional to that taught in normal science lessons and will include work on motors and transformers.

Live lessons

11.1 – Ms Thomas

7th & 14th January; Period 4

11X – Ms Costello

15th January; Period 4

11Y – Ms Costello

14th January; Period 2

11T – Ms Costello

13th January; Period 5

Lessons will follow the regular school timetable. Students should go to their Google Classroom at the normal lesson start time. Each lesson will have a Powerpoint which students should work through. This will include the lesson objectives, Do It Now task, key information and structured tasks for students to complete. Students should spend approximately 50 minutes on each lesson. Students should also be encouraged to use GCSE Pod to listen to the relevant content to support their learning. Seneca has also had the relevant unit work set which again can be used to support students.

Parents are encouraged to support by checking that students have been able to access the work and asking them what they have learnt. Simple questions like asking them 3 things they have learnt today and what the lessons key words would be helpful in checking the students understanding.

Whilst working remotely students will take part in quizzes to check their understanding of the topic so far. They will have specific tasks to do each lesson, some of which will have an exam-style nature and will be followed up with answers in the next lesson for students to self-assess. There will be at least one task each lesson, with instructions for how to complete these, for example, by uploading a Document onto Google Classroom or filling in boxes on the Powerpoint.

For most lessons, students will be asked to share their work with their teacher online at the end of the lesson. This can be done by uploading to the relevant Assignment task on Google Classroom.

In this half of term, students will be given opportunities to get feedback both by comparing their own exam answers against a past mark scheme (self-assessment) and by teacher marking of exam-style questions with a comment on how to improve further.

While we wait for more details of the alternative assessment approach to this summer's GCSEs, students should continue to study and revise in Science.

During each lesson the teacher will be available to support students by responding to individual questions in the Class Comments function. There will be one live lesson each week, at times below. Details of this will be posted in the Google Classroom. A link will appear shortly before the lesson is due to commence. Due to Mr Pitcock's commitments with Lateral Flow testing, both classes will be taught by Mr Budden. Students in 11xSci will need to join the 11iSci classroom for this to happen – details of how students can do this will be on the students' existing Science Google Classroom.

Live lessons will be used both to check and review learning up to that point and introduce new concepts.

Students should remember that they also have access to Kerboodle. This provides them with a digital text book. The relevant text book for this unit is "AQA GCSE Physics for Combined Sciences: Trilogy". On Kerboodle the units are for 11.1: P13 (Electromagnetism) and for 11x and 11Y: P8 (Forces in Balance), P9 (Motion) and P10 (Forces and Motion). Links to specific resources on Kerboodle will also be given in some lessons where relevant. Students are advised to check that they can access Kerboodle as soon as possible and should leave a message in the Science Google Classroom if they are having any difficulties accessing or navigating this valuable resource.

MFL - French

<p>Students will have some short GCSE questions to consolidate learning from the previous half term. This is essential preparation for their final GCSE and is a skill that needs developing through the course. Last half term our focus was on the writing exam based on the results of the mocks.</p> <p>They will also have vocabulary revision as this is again an essential part of the learning process and needs to be a continuous element of home learning.</p>	<p>Live lesson: Monday; Period 1</p> <p>Parents can help by testing vocabulary (no language needed!) Ask your child if they can name 5 foods in French, 5 rooms of the house etc. This constant revision will help it become embedded.</p> <p>Also encourage the use of quizlet.com, vocabexpress.com and Memrize on devices. 10-15 minutes x3 days a week is all that is needed.</p>	<p>Students will have their GCSE questions marked to AQA mark schemes with written feedback when work has been submitted.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) will be scheduled to consolidate the language acquisition task for one lesson per week. • Powerpoints provided to introduce vocabulary. • Copies of task sheets and also online resources to support. • Teacher available to answer questions via Google Chat
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History

<p>Students will continue with the unit of work on 'Medicine in Britain, c.1250-present'.</p> <p>This will ensure students remain on track to cover all of the required content that forms part of their GCSE History course.</p>	<p>Lessons will follow a set structure. The first task will be a 'Do It Now' task that will test recall from previous lessons. Students will then work their way through the lesson Powerpoint that will be uploaded to Google Classroom. Additional resources, such as historical sources, will be uploaded as additional files. Students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>At home you can support your child by asking them to summarise the key points of each lesson or promoting the use of online revision resources, such as BBC Bitesize or Oak National Academy, to consolidate the work covered in the remote learning sessions.</p>	<p>The work set will feed into the mock exams scheduled to be sat in February which will contain a full mock exam for the Medicine unit.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – will be used once a week to recap the work set in the previous lesson and then build on new skills that were part of the independent work set for remote learning, this will allow students to get the valuable support and scaffolding from their teacher so that they can correctly apply these new skills to their current and future work. • Work set will use bespoke Powerpoints/resources produced by SET staff. • The class teacher will be available to answer questions via Google Chat.
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Geography

<p>Students will continue working through Theme 2 and then Theme 3 of the GCSE course which looks at 'Changing Environments' and 'Environmental Challenges'. This will involve work on the topics of climate change, water resources and ecosystems. Work that students did in Key Stage 3 will have provided a good foundation for this work, in particular the year 8 units 'Should humans exploit the World's ecosystems?' and 'How will climate change affect us?'. Also the year 9 unit 'Are we using too much water?'</p>	<p>Work set will use bespoke resources produced by SET staff and will also make use of published resources and video clips and pre-recorded video clips. Lessons will feature Do It Now tasks that will test recall of knowledge from previous lessons and then a series of short tasks for students to complete independently. Following each lesson students will be required to complete their work in a Google Docs file and submit it to their class teacher.</p> <p>At home you can support your child by asking them to summarise the key points of each lesson or promoting the use of online revision resources, such as BBC Bitesize or Oak National Academy, to consolidate the work covered in the remote learning sessions.</p> <p>Students should also continue to complete their Theme 2 and 3 Revision Booklet and use the revision resources available at - https://jwoolven.wixsite.com/revisegcsegeog</p>	<p>The work set will feed into the mock exams scheduled to be sat in February which will include questions on the work covered during remote learning.</p> <p>At the end of each lesson of remote learning students should submit their work electronically via Google Classroom.</p> <p>Every two weeks students will be have a task that tests their recall of key knowledge from the topic so far.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) using bespoke resources produced by SET staff will be used once a week to introduce a key skill and model how to use this skill to successfully complete GCSE style exam questions. • Bespoke resources produced by SET staff, supplemented where appropriate by other resources, will be used to set independent remote learning tasks. • The teacher will be available to answer questions via Google Chat
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Art and Design

<p>Students will continue to explore the theme of Layers through their own independent investigations; this could include contextual research, experimentation with materials, recording information visually and in other forms, or planning compositions.</p> <p>This work will give them the opportunity to supplement their Personal Portfolios with additional connected responses, meeting the requirements of the specifications Assessment Objectives.</p>	<p>The students will be given the opportunity to review prior learning whilst being introduced to further research skills and exemplar materials, along with being given specific assistance where necessary.</p> <p>They should be adding to a visually rich portfolio that fully explores their own chosen theme through quality research, development and recording.</p>	<p>This work is a continuation of their coursework and forms a key part of their Component One Personal Portfolio.</p> <p>It will lead to the creation of a final outcome in the students preferred medium with students receiving critiques of their work at key points.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) – understanding research tasks and exploring presentation skills using a combination of Powerpoints and visual resources produced by SET staff. • All material will be available in Google Classroom • Students will be expected to produce practical outcomes in response to the lessons given • Teachers will be available to answer questions on Meet and email • Students should submit images of their work via their email, Google Slide or whatever system is being used to document their portfolio for digital submission to the exam board.
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Drama

<p>Students will continue studying/exploring their devised monologues, their portfolio and their scripted monologues.</p> <p>Students will have mentoring and feedback sessions with the class teacher on both practical aspects of the remote learning.</p> <p>Students will have opportunities to get written portfolio elements completed as well as line learning during the remote learning period.</p>	<p>Students will be expected to engage with the lessons to make progress on finalising their devised monologue performance ready for filming when back in school.</p> <p>Students will be expected to have learnt their lines for the scripted monologue as well as having read the script for the extract and done some research into the character and play.</p> <p>Students should also have completed Section 1 and 2 of their devised written portfolio for their return to school.</p> <p>Parent/carers can help by asking the following questions:</p> <ol style="list-style-type: none"> 1) What is your devised monologue about? 2) Have you completed both sections 1 and 2 of your written devised portfolio? 3) What extract have you chosen for your scripted monologue? What is it about? 4) Have you learnt your lines? Have you done some individual research into your play and the context? 	<p>The students will receive feedback within the live lessons as a way to improve or refine their practical monologues, looking at performance skills; both vocal and physical.</p> <p>Students will also have individualised mentoring towards the practical and written elements.</p>	<ul style="list-style-type: none"> • Live teaching (Google Meet) • Recorded teaching. • Bespoke Powerpoints/ resources produced by SET staff. • Teachers being available to answer questions via Google Chat.
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