

Year 9: Term 6 Teaching and Learning Plan

Subject	Plans for interactive teaching	Plans for assessment and feedback
RE	<ul style="list-style-type: none"> • All lessons set with audio/video intro recorded on Loom and posted on google classroom. • A “tutorial” Q+A session on work set per fortnight open to whole year group (will be recorded, you should ask questions via the chat function, your video and sound should be turned off). 	<ul style="list-style-type: none"> • Knowledge and fact based learning assessed through weekly Google Form / Socratic quizzes. • Deeper understanding assessed through a one hour 2,5, 8 and 15 mark assessments on Islamic Teachings.
English/Drama	<p>Students will complete a transition to GCSE project focusing on Dickens and Poetry Context.</p> <ul style="list-style-type: none"> • Virtual Classroom and vlogs will accompany work booklets and extracts to set up and support project. • Google drop-ins for student support and guidance will be available. • Weekly checkpoints are in place to assist with week 3 and week 7 goals for students to complete aspects of the project. 	<ul style="list-style-type: none"> • Feedback will be given as students progress through their weekly tasks. • Student assessment will be in the form of a comprehension based exam where students will read and respond to a provided extract. • Short quizzes will be set to help identify areas for development in the next ac-ademic year.
DT	<ul style="list-style-type: none"> • Project work set fortnightly • 2 Google Meet live lessons this term to discuss progress • Project to be presented either after summer or when back in school • Use of narrated screencasts to provide direction for work 	<ul style="list-style-type: none"> • WWW and HTI feedback through comments • Tracked across Google Classroom live document sharing • Google Meet live lesson to share feedback
DT Food & Nutrition	<ul style="list-style-type: none"> • Set theory and practical work fortnightly, submitting photos of practical work and documents for theory. Encouraged to respond to comments. • At least 1 live lesson this term on Google Meet to discuss progress and share feedback 	<ul style="list-style-type: none"> • WWW and HTI feedback through comments • Marked out of 3 (1=Surpass, 2=Exceed, 3=Surpass) • Tracked across Google Classroom Mark Book • Google Meet live lesson to share feedback

<p>Physics</p>	<ul style="list-style-type: none"> ● Teachers available for questions via email/Edulink. ● Students completing experimental project work measuring the specific heat capacity of water. Group work and collaboration encouraged between students. ● Students will receive feedback on their end of year assessment 	<ul style="list-style-type: none"> ● Self-marking online Educake quizzes provide students with instantaneous feedback on their own progress and provide teachers with knowledge of some level of student understanding and engagement. ● End of year 60 minute Educake quiz covering all content covered throughout year 9. Will provide students with instantaneous feedback and teachers with knowledge of level of understanding and engagement. Whole year feedback will be given after either via email or video/google meets.
<p>Business & Economics</p>	<p>9 Option Subject Transition</p> <p>Project Task based on enterprise and an introduction to the GCSE 9-1:</p> <ul style="list-style-type: none"> ● Set up of google classroom for business options students to access resources. ● Video intro to the course and an outline of the enterprise task(s) being set up. ● Weekly google classroom drop- in to review progress and offer advice/support linked to the enterprise task. ● End of task student presentation using google meet, where students will be required to present their work and get feedback from their peers and teacher. 	<ul style="list-style-type: none"> ● A live feedback session for this enterprise task will be scheduled for the whole group to announce the winner and individual marks based on the presentation session providing generic and individual feedback.

Latin	<p>Theme: Ancient Medicine and CLC Book 2 Stage 20</p> <ul style="list-style-type: none"> ● Optional drop ins (recorded and work still set). ● Future Learn Ancient Medicine course and sharing ideas on google classroom. ● Aiming to deliver 1 live session per fortnight. ● Recorded ppts/tutorials where they hear the teacher's voice and can stop and complete exercises and listen again for the answers. ● Worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work. ● Links to videos and cultural capital. ● Virtual classrooms with links for enrichment. ● Shared assignments with names and students write their comments. ● Students making their own quizzes. ● Group work – needs to be structured and help given. 	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● speaking and writing posted through assignments on google classroom and feedback given by teacher ● shared assignments with names and students write their comments ● students making their own quizzes ● teacher sends written and recorded spoken feedback eg. Castify ● questions and quizzes in google classroom, Pear Deck
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<p>French</p>	<p>Theme: mastering 5 tenses with reasons, opinions, connectives and time phrases through the theme of food!</p> <p>Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include:</p> <ul style="list-style-type: none"> ● optional drop ins (recorded and work still set) ● aiming to deliver 1 live session per fortnight dependent on timetable and family commitments ● recorded ppts/tutorials where they hear the teacher's voice and can stop and complete exercises and listen again for the answers ● worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work ● links to videos and cultural capital ● virtual classrooms with links for enrichment ● Seneca/ Kerboodle assessed work ● shared assignments with names and students write their comments ● students making their own quizzes ● Group work – needs to be structured and help given. 	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● speaking and writing posted through assignments on google classroom and feedback given by teacher ● Seneca/ Kerboodle assessed work ● Shared assignments with names and students write their comments. ● Students making their own quizzes ● Teacher sends written and recorded spoken feedback eg. Castify ● Questions and quizzes in google classroom, Pear Deck
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Spanish	<p>Theme: Big Numbers, food and health (verbs like gustar)- revising present, past and near future.</p> <p>Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include:</p> <p>optional drop ins (recorded and work still set)</p> <p>aiming to deliver 1 live session per fortnight</p> <p>recorded ppts/tutorials where they hear the teacher's voice and can stop and complete exercises and listen again for the answers</p> <p>worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work</p> <p>links to videos and cultural capital</p> <p>virtual classrooms with links for enrichment</p> <p>Seneca/ Kerboodle assessed work</p> <p>shared assignments with names and students write their comments</p> <p>students making their own quizzes</p> <p>group work – needs to be structured and help given</p>	<p>General:</p> <p>sheets with self-marking and students post their work on class stream</p> <p>speaking and writing posted through assignments on google classroom and feedback given by teacher</p> <p>Seneca/ Kerboodle assessed work</p> <p>shared assignments with names and students write their comments</p> <p>students making their own quizzes</p> <p>teacher sends written and recorded spoken feedback eg. Castify</p> <p>questions and quizzes in google classroom, Pear Deck</p>
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German	<p>Theme: Introduction to GCSE course and revision of vocabulary and grammar covered so far. Skills development. Teaching will be delivered through a variety of activities to promote mastery of language, creativity and cultural capital and could include:</p> <ul style="list-style-type: none"> ● optional drop ins (recorded and work still set) ● aiming to deliver 1 live session per fortnight ● recorded ppts/tutorials where they hear the teacher's voice and can stop and complete exercises and listen again for the answers ● worksheets and assigned tasks with a range of listening, reading, writing, speaking, translation and cultural work ● links to videos and cultural capital ● virtual classrooms with links for enrichment ● Seneca assessed work ● shared assignments with names and students write their comments ● Students making their own quizzes. ● Group work – needs to be structured and help given. 	<p>General:</p> <ul style="list-style-type: none"> ● sheets with self-marking and students post their www.hti on class stream ● speaking and writing posted through assignments on google classroom and feedback given by teacher ● Seneca assessed work ● shared assignments with names and students write their comments ● students making their own quizzes ● teacher sends written and recorded spoken feedback eg. Castify ● questions and quizzes in google classroom, Pear Deck
History	<ul style="list-style-type: none"> ● Use of online worksheets. ● Use of online videos to help understand the context of what is being studied. ● Online lessons to help steer the debates and contexts of the periods being studied. 	<ul style="list-style-type: none"> ● Source Assessment on Immigration. ● Monitoring of student progress through either online lessons, or by worksheets to be completed on google classroom.

<p>Geography</p>	<p>Continuing with:</p> <ul style="list-style-type: none"> ● Loom / Screencastify videos to accompany each lesson / series of lessons. ● Regular live lessons (aim for once a week,) These do not detract from GC set work, but instead act as bonus support and add a level of interactivity. Lessons will be in a timetabled slot (alternating groups) but open to all of the year group. If useful, recordings will be shared on GC. ● Group work which includes collaboration and peer / group assessment. ● Use of regular Google quizzes as knowledge checks & retrieval practice. ● Lesson activities set up to encourage discussion. <p>Add in:</p> <ul style="list-style-type: none"> ● Lessons to include interactive Pear Deck activities to support interactivity and diagnostic feedback. ● Use of Quiz to encourage interaction, and competition. 	<ul style="list-style-type: none"> ● One 1 hour assessment set within a lesson (in a two week cycle), completed entirely on Google Forms, as M/C and short answer, focusing on Geographical Skills and KS3 powerful knowledge. ● A video feedback session for each assessment will be made available to all students once it has been completed and marked, along with targeted improvement tasks and guidance for further study and “GCSE ready work” over the summer.
<p>PE</p>	<p>Yr. 9 GCSE prep</p> <ul style="list-style-type: none"> ● One live lesson per week through Google meet ● A revision video of that week’s topic will be uploaded to their Google classroom. <p>Core</p> <ul style="list-style-type: none"> ● Will solely focus on Physical activity as they have not opted to take GCSE PE, students will enter an Estrava competition and compete in different tasks. ● An optional weekly quiz will be uploaded to their Google Classroom. 	<ul style="list-style-type: none"> ● Everlearner regular testing to support learning taking place- shorter recall focus and interactive supporting videos to accompany. ● Google classroom assignments built around topic areas, longer assessed answers created and feedback initiated as a result. ● Personal learning checklist will guide students along their unique path to support gaps in their knowledge before the course officially starts. ● Assessment and feedback will focus on relating their experience within PE to lifelong engagement with engaging and challenging forms of physical activity.

Chemistry	<ul style="list-style-type: none"> • One lesson per fortnight live through google meet, focus tbc; live lesson with demos on displacement & thermite (AN) 	<ul style="list-style-type: none"> • 1 hour timed assessments to be teacher marked, with class feedback
KS3 Science	<ul style="list-style-type: none"> • Where possible and appropriate, small simple practical work can be set to do at home. • Interactive live kahoots using Google Meets as the method of sharing. Teachers narrate over and give instant feedback on the quiz questions. • Detailed and recorded feedback between teacher and student will use Educake • A virtual resource lab will be set up via Google Classroom. • The use of presenting apps such as Explain Everything and Castify. • Socrative is another interactive quizzing app that will be developed. • Quizizz and Peardeck will also be developed. 	<ul style="list-style-type: none"> • The Department will continue to assess at the same stages of learning prior to school closure (twice per topic). One knowledge test via Educake will be completed and a skills development activity. Once a quiz has been completed the student can reflect upon their progress stating WWW and HTI and again the teacher is able to respond to these individually. Educake also has the feature of voluntary re-testing. • Skills assessments will still be completed. We will use a range of techniques to assess such as self-marking using exemplar pieces of work and peer marking by pairing up students to exchange work. There will also be teacher marking for some tasks. • Low stakes testing can be completed using Bitesize tests. Students can submit their scores via google forms or email to their teacher.
Maths	<ul style="list-style-type: none"> • Teachers to set up google classrooms and google meet so that they can arrange drop ins as and when required. • Teachers to respond to children who submit scores on additional papers. • Teachers to respond to queries submitted on Hegarty Maths. 	<ul style="list-style-type: none"> • Fortnightly 5 questions set and submitted via google classroom on a range of topics. • Ongoing Hegarty assessment.
Biology	<ul style="list-style-type: none"> • Google Meet to provide live Kahoot with feedback after every question. 	<ul style="list-style-type: none"> • Frequent use of Educake followed by teacher feedback on individual questions and performance. • End of year exam on Cell Biology via Educake. All students to take this on the same day. Individual feedback via Educake.
Art	<ul style="list-style-type: none"> • Work submitted on google stream for peer and teacher assessment /feedback. 	<ul style="list-style-type: none"> • Weekly update on what activity students should be doing. • Regular feedback is via email or through Google Classroom. • Work submitted on google stream for peer and teacher assessment /feedback.

Music	<ul style="list-style-type: none"> • Analysis of GCSE Listening Set Work – ‘Release’ by Afro Celt Sound System • Student analysis questions set via Google Classroom and with use of Focus On Sound, an interactive online music resource • One test to check student understanding of the set work analysis 	<ul style="list-style-type: none"> • Set work analysis document provided with teacher model answer document for self-assessment. • One listening/knowledge test to be completed on Google Classroom and marked by the teacher.
Psychology & Sociology	<ul style="list-style-type: none"> • Fortnightly creative task which encourages paired or group work in response to some key psychological facts or research • Make use of classroom stream and shared google docs for students to all respond to some new information 	<ul style="list-style-type: none"> • No assessment planned • students will get some comments on tasks submitted