

Year 12: Term 6 Teaching and Learning Plan

Subject	Plans for interactive teaching	Plans for assessment and feedback
<p>Philosophy & Ethics</p>	<ul style="list-style-type: none"> • All lessons set with audio/video intro recorded on Loom and posted on google classroom. <p>Project work:</p> <ul style="list-style-type: none"> • Video blogs to help set up creative project work. Four Pairs / teams developing presentations on 1 Theravada Vipassana /Samantha, 2. Tibetan Visualization, 3. Zen- Zazen meditation etc, 4. Pure Land Chanting and other devotional acts. • Weekly google classroom drop- ins if any support required in implementing the project by PK • End of project google meet where students present their work and get feedback from their peers and teachers. 	<ul style="list-style-type: none"> • Knowledge and fact based learning assessed through weekly Google Form and Socratic quiz. • Unit assessed tasks – anthology and taught units – essays submitted via google classroom. • Deeper understanding assessed through a End of year assessment week with 3 hour task with three 24 Hour hand in windows. • Day 1 8 and 12 mark questions on Philosophy. • Day 2 10 and 20 Mark questions on Ethics. • Day 3 30 Mark question on Buddhism. <p>?</p>
<p>English/Drama</p>	<ul style="list-style-type: none"> • Y12 will complete the course content with regular drop in and live lessons alongside student presentations and collaboration tasks. • There will also be a coursework introduction for students with drop in and live sessions to introduce the unit. Students will be assigned a specific teacher as a point of contact for introductory work. <p>Drama</p> <p>- Regular live sessions and student collaboration will continue to progress through course content.</p>	<ul style="list-style-type: none"> • Y12 will be given an assessed essay focusing on the unseen poetry exam question (1hr15). • Individual written feedback will be given and live sessions to run through improve-ments and misconceptions will take place. <p>Drama</p> <p>Students will complete a full written response to Component 4 paper (1hr45).</p> <p>Feedback will be given on a live session and individual marked feedback.</p>

DT	<ul style="list-style-type: none"> ● Real NEA pages set per week. ● Google Meet live lesson drop in's each week and live explanations of each page. 	<ul style="list-style-type: none"> ● WWW and HTI feedback through comments weekly on live document papers ● Tracked across Google classroom live document sharing ● Seneca tests on Core Theory set fortnightly ● Mock given over Summer to get used to layout and questions
Physics	<ul style="list-style-type: none"> ● Teachers available for questions via email/Edulink. ● All students completing research projects, Google classroom set up to enable collaboration between students and feedback will be given to students. ● Students will receive feedback from teachers on their end of year assessments. ● Video lessons filmed by teachers. 	<ul style="list-style-type: none"> ● End of topic assessments conducted, students self mark and marks collected through google forms/emailed. This enables student self reflection and shows teachers levels of student engagement. ● 90 minute end of year assessment will be conducted at end of June and submitted for marking. Feedback will be given to whole class via email or video/google meets.

<p>Business & Economics</p>	<p>The contact for students in both KS5 Business and Economics is based on two subject teachers sharing each group, with a 9 lessons per cycle split 5/4 as per the current SOW.</p> <ul style="list-style-type: none"> • Minimum of one lesson per cycle (per teacher) for live contact through google meet to give feedback on learning from previous cycle, any assessment/question generic feedback and to explain fully the requirements of the work for the coming cycle of lessons. • Pre-recorded video presentation (loom/screencastify – max 5 minutes) or live meet for the introduction of the work for the current cycle of lessons. • One tutorial drop in session using google classroom per cycle – scheduled for timetabled lesson with students to ask questions, seek guidance or advice on current work content. • Google Classroom meet link activated to allow for ad-hoc meeting with students or small groups of students requiring additional support. Mutually convenient time agreed by both teacher and student(s) for this support. • A group (2+) task built into learning per cycle to encourage peer to peer support 	<ul style="list-style-type: none"> • Topic notes are submitted and are reviewed each cycle via google classroom. Feedback will be given on the quality and detail of the notes made in relation to the expected standard for an A 'level student. • Knowledge and fact based learning will be regularly assessed each cycle through the use of multi-choice questions/quizzes using google forms that give instant feedback or the marking of short answer questions, again using google forms that provide model answers and teacher comments. • Along with knowledge and fact based learning there will be assessments of the application and analysis skills through the marking of examination styles questions – posted via google classroom. Questions may be in a word or google document/form format. These extended pieces of written work are set over a longer time frame and students will be given feedback via the google comments – both as a whole group and individually. • Deeper understanding will primarily be assessed this term through an end of year assessment, based upon questions from a past paper. The assessment will be set for a timed period within a lesson slot. A live feedback session for this assessment will be scheduled for all students once it has been completed and marked. This will be followed up by each teacher with a live 'drop in' session to answer individual student queries and provide personal verbal feedback.
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<p>French</p>	<p>Theme: Les Médias and L'impact positif de L'immigration en France</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 ● 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/ Dynamic learning 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/ Dynamic learning 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 <p>Formal Assessment:</p> <p>Revision week - 29.6. No directed work, revising for exam.</p> <p>Week beginning 6th July (week 2):</p> <p>LRT assessment for 90 mins on Tuesday 7th 11.10-12.40</p> <p>Written response to works and translation assessment for 90 mins on Wednesday 8th July. 11.10-12.40.</p>
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<p>German</p>	<p>Theme: Artistic Culture in the German-Speaking World 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/ 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"> ● Work set by e-mail and returned to teacher by e-mail. ● e-revision/ Dynamic learning assessed work. ● Shared assignments with names and students write their comments. ● Students making their own quizzes ● Teacher sends written feedback. <p>Formal Assessment Revision Week; 15th June. Exam week; 22nd June; Exam; AS paper 1 (Listening, Reading and Translation and 2 (Translation and essay) over one week</p>
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<p>Spanish</p>	<p>Theme: Equality in the society (genders and LGBT)</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 ● 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/ Dynamic Learning 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 <p>Formal Assessment: Listening/Reading and Translation (from all topics studied in the year) on the 6th of July at 11.10- 12.45 Week before revision:29th to 5th no directed work.</p>
<p>History</p>	<ul style="list-style-type: none"> ● One lesson per fortnight live through google meet to give feedback on learning from previous cycle and explain work for next fortnight. Or for drop in sessions. ● Use of online worksheets. <p>Use of online videos to give context.</p>	<ul style="list-style-type: none"> ● EOTT 10th June ● Mini Quizzes on new content. ● Online worksheets to be completed by the students on the new topic of the Middle East and also for the coursework that will be monitored by the classroom teacher.

Geography	<p>Continuing with:</p> <ul style="list-style-type: none"> • Loom / Screencastify videos to accompany each lesson / series of lessons. <p>Adding in:</p> <ul style="list-style-type: none"> • Regular Meet dropins (aim for one a week) or live lessons to cover issues, new work, and feedback. • Group work to encourage collaboration. • Increased use of regular quizzes as knowledge checks & retrieval practice and to increase interactivity. <p>?</p>	<ul style="list-style-type: none"> • Two 1 hour assessments set with a 24hour window on GC. Set within a two week period of revision and review lessons. • Assessments will be a combination of multi choice and short answer knowledge-based checks of case study and concept plus a small number of 6/9 marks. • There is not a huge emphasis on exam technique - rather we are using these to assess understanding . • 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 “gap filling” over the summer.
PE	<ul style="list-style-type: none"> • Google classroom- using interactive modes to encourage dialogue, not always typed. • Google meet live lessons or Q and A appointments. • NEA assignments on Google docs which can be monitored by staff. • Video creation from students based on theoretical tasks being implemented at home. 	<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 stream and assignments built around topic areas, longer assessed answers created and feedback initiated as a result. • Personal learning checklist interactively designed for student reflection and reference to documents to support gaps in knowledge .
Chemistry	<ul style="list-style-type: none"> • One lesson per week live review of previous assignment. • Live lesson per week to demonstrate key practical aspects of organic synthesis & analysis. 	<ul style="list-style-type: none"> • Whole class Q&A as part of live review lesson. • 2 x 1 hour timed assessments to be teacher marked, with class feedback.
Maths	<ul style="list-style-type: none"> • Teachers to set up google classroom to set work and assessments. Students to upload via google classroom. • Teachers to offer drop ins via google meet as and when required to clear up any issues with the content. 	<ul style="list-style-type: none"> • One Pure/Stats timed Assessment (90 mins) • One Pure/Mech timed Assessment (90 mins) • Ongoing assessments, submitted marked and scores put on spreadsheet

Biology	<ul style="list-style-type: none"> • One lesson per fortnight live through Google Meet to give feedback on learning from previous cycle and explain work for next fortnight and to provide Q and A. 	<ul style="list-style-type: none"> • One lesson per topic to give feedback on end of unit test. • One lesson per topic to give feedback on homework booklet. • Opportunity for ongoing Q and A via e-mail and Edulink message for all students. • 'Live' end of year exam and students to submit answers via Google Forms, followed by Google Meet to provide feedback from exam and opportunity for Q and A.
Art	<ul style="list-style-type: none"> • Weekly google classroom drop- ins if any support is required • Google meet where students present their work and get feedback from their peers and teachers. 	<ul style="list-style-type: none"> • Weekly update on design process and where students should be • Regular feedback is via email or through Google Classroom • Students working towards 15 hour piece due in June, as part of a timed activity, this will be formally assessed and used to support UCAS reference
Music	<ul style="list-style-type: none"> • Completion of analysis of the Poulenc Trio set work and further listening/analysis of Jazz works from the 1930s/40s • Student analysis/listening questions set via Google Classroom with reference to recordings on YouTube and Spotify • Tests to check student understanding of the Poulenc set work analysis 	<ul style="list-style-type: none"> • Listening/knowledge tests to be completed on Google Classroom and marked by the teacher. • Sample listening questions from exam past papers set via Google Classroom and marked by teacher.
Computer Science	<p>Project work:</p> <ul style="list-style-type: none"> • Students to continue to develop and finish their projects by the end of term. • Drop in sessions available every Friday or via google classroom comments. 	<ul style="list-style-type: none"> • As this is 20% of the overall A-Level grade, assessment is ongoing.

Psychology & Sociology	<p>Project work:</p> <ul style="list-style-type: none"> ● Aim to increase chances for group work – especially for LXL with Psy and LAS with Soc when we move on to revision lessons ● Make greater use of shared documents where students can all contribute to a resource or feedback ● Plan to add audio to PPTs for Psy Relationships topic <ul style="list-style-type: none"> ● Depending on school plans moving forward for how many students will be on site ● Teachers to split year group and email the students individually to give a very personalised email based on what they have produced so far in distance learning and check how they are doing ● Offer a weekly Google Meet drop in session for students to ask questions 	<p>To continue as last term</p> <ul style="list-style-type: none"> ● Alternate each week between self-assessed, peer assessed, Seneca marked task and teacher marked task <p>Continue with usual assessment plan –</p> <p>PSY - one extended piece of writing and end of topic test per topic SOC – exam paragraphs when relevant and end of section tests</p> <p>Tests are loaded on a Friday and students have 24hrs to complete and return. Individual feedback provided by the teacher</p> <p>Essays/exam paragraphs are set at the start of the week and students have until Friday to complete and submit</p>
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