

‘Nurturing young Catholic gentlemen.

Aspiring for Academic, Cultural & Sporting Excellence’

Department: English

**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><u>Autumn Term</u></b>	<b>Curriculum Time (Periods)</b>	<b>In-School provision (situation dependent)</b>	<b>Lockdown provision (situation dependent)</b>	<b>Resources available?</b>	<b>Assessment &amp; Feedback?</b>
Year 7	7 periods per fortnight (1 reading lesson; 1 class reader lesson)	As per the curriculum map / AREs	<p><b><u>Work set on SMH per fortnight</u></b>                      4 activities:</p> <ol style="list-style-type: none"> <li>1) Read <b>pgs. of set text</b> (pre-recorded Loom)</li> <li>2) Watch <b>looms of 2x spiral curriculum skills</b> (as designated in MTP) and complete exercise on this</li> <li>3) 2x <b>extended writing</b></li> <li>4) <b>Independent reading</b> (log filled out and signed by parents)</li> </ol> <p><b><u>2x Live lessons across fortnight</u></b></p> <ol style="list-style-type: none"> <li>1) <b>Live lesson in 1st week</b> - setting up new content, checking for gaps</li> <li>2) EITHER <b>‘drop in’ session</b> on work OR <b>whole class feedback session</b> (as indicated in MTP)</li> </ol> <p><b><u>Pre-recorded</u></b></p> <ul style="list-style-type: none"> <li>- Reading of set text</li> <li>- Modelled activity of spiral curriculum</li> <li>- Reading of class reader (with discussion questions)</li> </ul>	<p>Booklet provided</p> <p>Loom recordings of curriculum skills</p> <p>Youtube recordings of texts being read out</p>	<p>Bi-weekly knowledge quizzes (Google forms - self marked)</p> <p>Designated extended writing to receive WCF</p> <p>End of unit assessment</p>
Topic/ Unit:	Stone Cold Class reader: The Boy in the Tower				

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Year 8	7 periods per fortnight (1 reading lesson; 1 class reader lesson)	As per the curriculum map / AREs	<p><b><u>Work set on SMH per fortnight</u></b></p> <p>4 activities:</p> <ol style="list-style-type: none"> <li>1) Read pg. of <b>set text</b> (pre-recorded Loom)</li> <li>2) Watch <b>looms of 2x spiral curriculum skills</b> (as designated in MTP) and complete exercise on this</li> <li>3) 2x <b>extended writing</b></li> <li>4) <b>Independent reading</b> (log filled out and signed by parents)</li> </ol> <p><b><u>2x Live lessons across fortnight</u></b></p> <ol style="list-style-type: none"> <li>1) <b>Live lesson in 1st week</b> - setting up new content, checking for gaps</li> <li>2) EITHER 'drop in' session on work OR whole class feedback session (as indicated in MTP)</li> </ol> <p><b><u>Pre-recorded</u></b></p> <ol style="list-style-type: none"> <li>1) Reading of set text</li> <li>2) Modelled activity of spiral curriculum</li> <li>3) Reading of class reader (with discussion questions)</li> </ol>	<p>Booklet provided</p> <p>Loom recordings of curriculum skills</p> <p>Youtube recordings of texts being read out</p>	<p>Bi-weekly knowledge quizzes (Google forms - self marked)</p> <p>Designated extended writing to receive WCF</p> <p>End of unit assessment</p>
Topic/ Unit:	Boy in the Striped Pyjamas / Once Class reader: Crongton Knights				
Year 9	8 periods per fortnight (1 reading lesson; 1 class reader lesson)	As per the curriculum map / AREs	<p><b><u>Work set on SMH per fortnight</u></b></p> <p>4 activities:</p> <ol style="list-style-type: none"> <li>1) Read <b>pg. of set text</b> (pre-recorded Loom)</li> <li>2) Watch <b>looms of 2x spiral curriculum skills</b> (as designated in MTP) and complete exercise on this</li> <li>3) 2x <b>extended writing</b></li> <li>4) <b>Independent reading</b> (log filled out and signed by parents)</li> </ol>	<p>Booklet provided</p> <p>Loom recordings of curriculum skills</p> <p>Youtube recordings of texts being read out</p>	<p>Bi-weekly knowledge quizzes (Google forms - self marked)</p> <p>Designated extended writing to receive WCF</p> <p>End of unit assessment</p>
Topic/ Unit:	Of Mice and Men Class reader: Purple Hubiscus				

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			<p><b><u>3x Live lessons across fortnight</u></b></p> <ol style="list-style-type: none"> <li>1) <b>2x Live lesson in 1st week</b> - setting up new content, delivering and checking for gaps</li> <li>2) EITHER 'drop in' session on work OR whole class feedback session (as indicated in MTP)</li> </ol> <p><b><u>Pre-recorded</u></b></p> <ul style="list-style-type: none"> <li>- Reading of set text</li> <li>- Modelled activity of spiral curriculum</li> <li>- Reading of class reader (with discussion questions)</li> </ul>		
Year 10	7 periods per fortnight (higher band); 8 periods per fortnight (lower band)	As per the curriculum map	<p><b><u>Work set on SMH per fortnight</u></b></p> <p>4 activities:</p> <ol style="list-style-type: none"> <li>1) <b>Read pg. of set text</b> (pre-recorded Loom)</li> <li>2) Watch looms of 2x <b>spiral curriculum</b> skills (as designated in MTP) and complete exercise on this</li> <li>3) <b>2x extended writing</b></li> <li>4) Independent reading (log filled out and signed by parents)</li> </ol> <p><b><u>4x Live lessons across fortnight</u></b></p> <ol style="list-style-type: none"> <li>1) 2x Live lesson in 1st week - setting up new content, checking for gaps</li> <li>2) 'Drop in' session on work to ask for clarification</li> <li>3) Whole class feedback session (as indicated in MTP)</li> </ol>	Booklet provided	Bi-weekly knowledge quizzes (Google forms - self marked)
Topic/ Unit:	Macbeth			<p>Copy of text provided</p> <p>Loom recordings of curriculum skills</p> <p>Google drive of film version</p>	Designated extended writing to receive WCF

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			<p><b><u>Pre-recorded</u></b></p> <ul style="list-style-type: none"> <li>- Reading of set text</li> <li>- Modelled activity of spiral curriculum</li> </ul>		
Year 11	8 periods per fortnight (higher band); 9 periods per fortnight (lower band)	As per the curriculum map	<p><b><u>Work set on SMH per fortnight</u></b></p> <p>4 activities:</p> <ol style="list-style-type: none"> <li>1) Read pg. of set text (pre-recorded Loom)</li> <li>2) Watch looms of 2x spiral curriculum skills (as designated in MTP) and complete exercise on this</li> <li>3) 2x extended writing</li> <li>4) Independent reading (log filled out and signed by parents)</li> </ol> <p><b><u>4x Live lessons across fortnight</u></b></p> <ol style="list-style-type: none"> <li>4) 2x Live lesson in 1st week - setting up new content, checking for gaps</li> <li>5) 'Drop in' session on work to ask for clarification</li> <li>6) Whole class feedback session (as indicated in MTP)</li> </ol> <p><b><u>Pre-recorded</u></b></p> <ul style="list-style-type: none"> <li>- Reading of set text</li> <li>- Modelled activity of spiral curriculum</li> </ul>	Booklet provided	Bi-weekly knowledge quizzes (Google forms - self marked)
Topic/ Unit:	Jekyll and Hyde			<p>Copy of text provided</p> <p>Loom recordings of curriculum skills</p> <p>Google drive of film version</p>	Designated extended writing to receive WCF
Year 12	10 periods per fortnight	As per the curriculum map	<p><b><u>Work set on SMH per fortnight</u></b></p> <p>4 activities:</p> <ol style="list-style-type: none"> <li>1) Read pg. of set text (pre-recorded Loom)</li> <li>2) Research / contextual task</li> <li>3) Close passage analysis</li> <li>4) Extended writing</li> </ol>	Course booklet provided	Designated extended writing to receive WCF
Topic/ Unit:	LL: Blake's poetry / Great Gatsby Lit: Chaucer / Great Gatsby			<p>Copy of text provided</p> <p>Loom recordings of text annotations</p>	

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			<p><b><u>4x live zooms per fortnight (2 per teacher)</u></b></p> <ol style="list-style-type: none"> <li>1) 2x Live lesson in 1st week - setting up new content, checking for gaps</li> <li>2) 'Drop in' session on work to ask for clarification OR Whole class feedback session (as indicated in MTP)</li> </ol> <p><b><u>Pre-recorded</u></b></p> <ul style="list-style-type: none"> <li>- Modelled annotation of set text.</li> </ul>		
Year 13	12 periods per fortnight	As per the curriculum map	<p><b><u>Work set on SMH per fortnight</u></b></p> <p>3 activities:</p> <ol style="list-style-type: none"> <li>1) Close passage annotation - anthology</li> <li>2) Coursework update - Travelogue</li> <li>3) Coursework update - Comparative study</li> </ol> <p><b><u>4x live zooms per fortnight (2 per teacher)</u></b></p> <ol style="list-style-type: none"> <li>1) 2x Live lesson in 1st week - setting up new content, checking for gaps</li> <li>2) 'Drop in' session on coursework / 1-2-1s on coursework organised.</li> </ol> <p><b><u>Pre-recorded</u></b></p> <ul style="list-style-type: none"> <li>- Modelled annotation of anthology</li> </ul>	Course booklet	
Topic/ Unit:	Anthology / Comparative coursework		Anthology of texts provided	1-2-1 feedback sessions of coursework via Zoom.	