

How did you use and develop the use of remote learning to ensure that the curriculum could be delivered as fully as possible when students were not in school – both during the lockdowns and periods of self-isolation?

During lockdown we used live lessons to ensure that students were still being taught effectively and this allowed us to still teach our courses. When students were isolating, we put work onto Satchel One for them to complete and this would be the same content as the students in class were receiving. We talked through and modelled out what was effect to staff in the department to ensure that students were getting a consistent approach, as all lessons were recorded staff were able to access these to share good practice.

We used Everlearner online for GCSE PE and A Level PE for quizzing and online tests. This made it easier for factual knowledge recall and we could see what the students were effectively learning and not learning. Work was also submitted into folders on TEAMS, and this allowed us to give feedback where was necessary to the students, this was especially useful for coursework on the BTEC courses.

I think live teaching was the most effective as it allowed us to teach new content, quiz, recall and assess students like you would in a classroom. Students were also able to participate in the lesson and be held accountable for their learning.

a) How did you check and review prior learning?

Spaced learning at the start of every lesson.

b) How did you ensure that new bodies of knowledge were explained effectively?

Due to live lessons, we were able to teach how we would in the classroom, one way we adapted was to ensure harder content was delivered when we were back in school to allow students to ask questions.

c) How did you use questioning to check students' knowledge and understanding and to move them forward?

Exam questions during lessons, verbal, and written answers to questions, use of Everlearner software for recall quizzing.

d) What other forms of assessment (formative and summative) did you use (SITs)?

Mid and end of term topic tests, Everlearner software, coursework submissions, work submissions and feedback on Teams.

How are you going to ensure that you are clear about where the gaps exist in students' knowledge, understanding and subject specific skills in September 2021?

- Use of end of year assessments from 2020/2021, mid and end of term topic tests, regular spaced learning quizzing from the past two years.
- Use of Everlearner to identify further gaps in students' knowledge.
- EL policy in place which will help recall and knowledge application and feed forward towards information and gaps in students' knowledge.

- Assess coursework that has been submitted and check which students need more intervention.

How have you adapted and prioritised your curriculum over the past 12 months?

For example

- Have you missed out topics or the teaching of subject specific skills and, if so, why?
- Have you moved topics around and, if so, why?
- If topics have been missed out what gaps may this create in their knowledge, understanding and subject specific skills going forward?
- How will are you planning to fill these gaps?

What modifications are you going to need to make to the curriculum in your subject over the next 12-18 months as a result of the impact of the last 15 months?

For example

- changes in the topics you teach, re-ordering topics, re-visiting and focusing on particular subject specific skills, re-introduction of practical activities with a greater focus on these than normal

Academic Year 2020/2021: Year 7

Year 6	Content impacted: Students have missed out on certain sports due to lockdowns and competitive element.
Year 7	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Curriculum has been broaden this year to cover as many sports as possible with two sports being taught every term. Skills will be taught back to basics to ensure all students are able to access the skills needed to participate in the sports.
Plans to address any content impacted from September 2021 at curriculum level or targeted support level	(<i>Curriculum, use of EL and Targeted Interventions</i>): PP: PP students will be targeted to attend extra-curricular activities through phoning home and encouragement.

Academic Year 2020/2021: Year 8

Year 7	Content impacted: Students have missed out on certain sports due to lockdowns and competitive element.
Year 8	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Curriculum has been broaden this year to cover as many sports as possible with two sports being taught every term. Skills will be taught back to basics to ensure all students are able to access the skills needed to participate in the sports.
Plans to address any content impacted from September 2021 at	(<i>Curriculum, use of EL and Targeted Interventions</i>):

curriculum level or targeted support level	PP: PP students will be targeted to attend extra-curricular activities through phoning home and encouragement.
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Academic Year 2020/2021: Year 9

Year 8	Content impacted: Students have missed out on certain sports due to lockdowns and competitive element.
Year 9	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Curriculum has been expanded this year to cover as many sports as possible with two sports being taught every term. Skills will be taught back to basics to ensure all students are able to access the skills needed to participate in the sports.
Plans to address any content impacted from September 2021 at curriculum level or targeted support level	(<i>Curriculum, use of EL and Targeted Interventions</i>): PP: PP students will be targeted to attend extra-curricular activities through phoning home and encouragement.

Academic Year 2020/2021: Year 10

Year 9	Content impacted: GCSE PE - lack of competitive evidence for practical evidence. BTEC HSC - Could not complete coursework at home BTEC Sport - Could not complete coursework at home
Year 10	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Students will have fixtures starting next week - which will be filmed to ensure that students have the evidenced needed. We have also entered more fixtures to ensure that they have enough competitive evidence. We have upped the number of practical lessons to two out of five. Spaced learning in lessons for starter and for EL to ensure all content is constantly being revisited. Students will be given time to complete both pieces of coursework this year. Intervention will also be put in place at lunch and afterschool to ensure students can complete all of the coursework from Year 9.
Plans to address any content impacted from	(<i>Curriculum, use of EL and Targeted Interventions</i>):

September 2021 at curriculum level or targeted support level	PP: Ensuring that PP students have the exposure to competitive element through school fixtures if necessary. Targeted intervention for PP students in GCSE PE. Targeted intervention at lunches to ensure they have the time to catch up and complete coursework.
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Academic Year 2020/2021: Year 11

Year 10	Content impacted: GCSE PE - lack of competitive evidence for practical evidence. BTEC HSC - Could not complete coursework at home. BTEC Sport - Could not complete coursework at home.
Year 11	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Students will have fixtures starting next week - which will be filmed to ensure that students have the evidenced needed. We have also entered more fixtures to ensure that they have enough competitive evidence. We have upped the number of practical lessons to two out of five. Coursework intervention will be put into place for those that are not complete. We will also use time after their exam in February to revisit if necessary. Spaced learning in lessons for starter and for EL to ensure all content is constantly being revisited.
Plans to address any content impacted from September 2021 at curriculum level or targeted support level	<i>(Curriculum, use of EL and Targeted Interventions):</i> PP: Ensuring that the PP students have the exposure to competitive element through school fixtures if necessary. Targeted intervention for PP students in GCSE PE. Targeted intervention for PP to complete coursework with additional support from the teacher.

Academic Year 2020/2021: Year 12

Year 11	Content impacted: A Level PE - Certain content was not covered in GCSE PE due to being taken out from exam. Students have also missed out on competitive elements for their practical sport.
Year 12	Adjustments Made (<i>curriculum, use of EL and targeted interventions</i>): Content will be covered in lessons in more detail when gaps in knowledge are present.

	<p>Will also use EL with high levels of exam questions and extended reading to widen their knowledge. Reading programme is up and running for those that need it for football.</p>
<p>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</p>	<p><i>(Curriculum, use of EL and Targeted Interventions):</i> PP: Targeted intervention, if necessary, will monitor using mid and end of term tests.</p>

Academic Year 2020/2021: Year 13

<p>Year 12</p>	<p>Content impacted: Some content was taught via live learning and not understood as well. Lack of competitive evidence for practical evidence.</p>
<p>Year 13</p>	<p>Adjustments Made <i>(Curriculum, use of EL and Targeted Interventions):</i> Content covered over lockdowns will be retaught towards the end of the year before exams.</p> <p>Spaced learning in lessons for starter and for EL to ensure all content is constantly being revisited.</p> <p>Targeted intervention, if necessary, will monitor using mid and end of term tests.</p> <p>Targeted support for those who have completed their coursework.</p>