

**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?**

*For example*

- *What approach did you and your team take to remote provision (eg posting work on Satchel for self-isolating students, using recorded lessons, using live lessons, other technology)? How did you train your team to adapt to remote learning?*
  - *Did this approach change over time and if so, how and why?*
  - *Did you develop and use other resources and approaches (eg submission of work to teacher online; use of comments in TEAMS/Satchel to provide feedback; use of online quizzes)*
  - *Which of these approaches do you think were most effective and why?*
- We used live lessons once the whole school moved to live lessons. Training was given through teams for staff how to do this, alongside 'lesson on a page' online version.

**a) How did you check and review prior learning?**

- Quizzing
- Submission of work online

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

- Teacher talk
- Video links

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

- All respond at the same time via chat box
- Targetted questioning with students having to unmute and contribute to the lessons

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

- SITs were completed and submitted on SMHW/Teams
- Break out rooms were used and teachers would visit to check progress

**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?**

*For example*

- *use of base line tests, regular retrieval practice and other forms of assessment*
  - *more regular and more systematic assessment of students*
  - *continue to improve the use of online tools to check students' knowledge and understanding eg Satchel Quizzing, Educake etc*
- Silent and Solo starters in class
  - End of Term quizzes

### 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

<b>Year 6</b>	<b>Content impacted:</b> Lack of literacy
<b>Year 7</b>	<b>Adjustments Made</b> ( <i>Curriculum, use of EL and Targeted Interventions</i> ): Scaffolded the curriculum so that it is accessible for students.
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	( <i>Curriculum, use of EL and Targeted Interventions</i> ):  <b>PP:</b>

#### Academic Year 2020/2021: Year 8

<b>Year 7</b>	<b>Content impacted:</b> Skills not covered in such detail. Content was not effected.
<b>Year 8</b>	<b>Adjustments Made</b> ( <i>Curriculum, use of EL and Targeted Interventions</i> ):
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	( <i>Curriculum, use of EL and Targeted Interventions</i> ): Skills based lessons built into the SOW and scaffolded for all students <b>PP:</b> Assess level of understanding throughout.

#### Academic Year 2020/2021: Year 9

<b>Year 8</b>	<b>Content impacted:</b> Did not teach Ethics as too difficult online and needs discursive nature.
<b>Year 9</b>	<b>Adjustments Made</b> ( <i>Curriculum, use of EL and Targeted Interventions</i> ): Taught a unit of Judaism in summer term instead. Ethics and 'difficult questions' to be taught in Year 9 as standalone units in the classroom so that teacher can fully assess understanding and facilitate discussion.

<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<i>(Curriculum, use of EL and Targeted Interventions):</i> Changing curriculum, EL will be embedded into this. Applicable for all students <b>PP:</b> Assess level of understanding throughout
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#### Academic Year 2020/2021: Year 10

<b>Year 9</b>	<b>Content impacted:</b> No
<b>Year 10</b>	<b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i>
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<i>(Curriculum, use of EL and Targeted Interventions):</i> <b>PP:</b>

#### Academic Year 2020/2021: Year 11

<b>Year 10</b>	<b>Content impacted:</b> Unable to complete visit to Winchester Cathedral Still awaiting confirmation of changes to the 2022 exam series
<b>Year 11</b>	<b>Adjustments Made</b> <i>(Curriculum, use of EL and Targeted Interventions):</i> Once changes are known, will adapt revision as best fitted.
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<i>(Curriculum, use of EL and Targeted Interventions):</i> Continual revision of all units until clear on what changes are made to 2022 exam series. <b>PP:</b> Assess level of understanding throughout

#### Academic Year 2020/2021: Year 12

<b>Year 11</b>	<b>Content impacted:</b> N/A
<b>Year 12</b>	<b>Adjustments Made</b> <i>(curriculum, use of EL and targeted interventions):</i>
<b>Plans to address any content impacted from September 2021 at curriculum level or targeted support level</b>	<i>(Curriculum, use of EL and Targeted Interventions):</i> <b>PP:</b>

#### Academic Year 2020/2021: Year 13

<b>Year 12</b>	<b>Content impacted:</b> N/A
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<b>Year 13</b>	<b>Adjustments Made</b> ( <i>Curriculum, use of EL and Targeted Interventions</i> ):
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