

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*
- Educake quizzing
 - 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

Year 6	Content impacted: Lack of literacy
Year 7	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Scaffolded the curriculum so that it is accessible for students.
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:

Academic Year 2020/2021: Year 8

Year 7	Content impacted: Skills not covered in such detail eg interpretations/source usefulness. Content was not effected.
Year 8	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Skills based lessons built into the SOW and scaffolded for all students.
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>): Skills based lessons built into the SOW and scaffolded for all students PP: Assess level of understanding throughout.

Academic Year 2020/2021: Year 9

Year 8	Content impacted: Teaching of the Holocaust – did not feel comfortable teaching this online.
Year 9	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>): Will be teaching Holocaust after October half term

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> Changing curriculum, EL will be embedded into this. Applicable for all students PP: Assess level of understanding throughout
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Academic Year 2020/2021: Year 10

Year 9	Content impacted: No
Year 10	Adjustments Made <i>(Curriculum, use of EL and Targeted Interventions):</i>
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:

Academic Year 2020/2021: Year 11

Year 10	Content impacted: Unable to complete visit to Winchester Cathedral Still awaiting confirmation of changes to the 2022 exam series
Year 11	Adjustments Made <i>(Curriculum, use of EL and Targeted Interventions):</i> <i>Reorganised for September 2021</i>
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> Continual revision of all units until clear on what changes are made to 2022 exam series. PP: Financial support provided for Winchester visit which will aid revision for PPEs

Academic Year 2020/2021: Year 12

Year 11	Content impacted: No
Year 12	Adjustments Made <i>(curriculum, use of EL and targeted interventions):</i>
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:

Academic Year 2020/2021: Year 13

Year 12	Content impacted: No
Year 13	Adjustments Made (<i>Curriculum, use of EL and Targeted Interventions</i>):