



# Curriculum Area Recovery Addendum

## Rationale

Due to the disruption caused by the COVID-19 pandemic, a large part of the school year, including some valuable learning time, has had to be delivered through remote learning practices. This is time that needs to be caught-up and this document will outline the process the curriculum team will take in order to ensure students are caught up by September 2021, or earlier if in an examination year.

Curriculum Area: \_\_\_\_\_

WHAT HAVE THE STUDENTS MISSED DURING THE SCHOOL CLOSURE PERIOD?	
Year Group	Summary of what has been missed
7	Programming Skills - reinforcement/practice with sufficient support; Problem solving tasks with support; Peer to peer support Application of programming standards Testing their knowledge, experiment with views Missed foundation of year 8 - animation, introduction to If statements
8	Missed hardware IO scripting using Microbits (Event triggers) robotics . Scripting challenges for all (introduction to key GCSE concepts in starter activities/extended learning) Applying games development unit (reinforcement of all concepts - pulling into one project through game development)
9	Programming challenge tasks 1:1 time/group work on problems; Theory content has been subsidised with GCSEPod (but checking of comprehension and deep learning on Section 4/5/6 (Sorting searching, Programming concepts, Ides/life cycle/testing, Data representation)



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10	Programming challenge tasks 1:1 time/group work on problems; Theory content has been subsidised with GCSEPod (Algorithm design, structuring algorithms, revisiting/interleaving year 10 work - Programming concepts, Ides/life cycle/testing, Data representation)
11	N/A
12	N/A
13	N/A

WHAT ARE YOUR PLANS ON HOW THEY WILL CATCH UP ON THE MISSED WORK?	
Year Group	Summary of how students will catch up in your area
7 (NOW YR8)	GCSEPod - Challenges (Concepts for Redoing the Yr8 Curriculum (missed Variables and animation) moved into Year 8
8 (NOW Yr9)	Revisiting concepts missed (Linking skills together - functions, selection - application in different scenarios) within SOL currently writing: Game related (python based development). GCSE concepts introduced during this year with new KS3 Green book (Replacing the black KS4 book). All digitally resourced. Additional GCSEPod - Challenges continued and part of extended learning



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	Robotics to move to Year 9
<b>9 (NOW YR10)</b>	GCSE continued remotely so continuation - Section 4 revisited; Reinforcement of Section 5 Programming,6 Design/Testing/IDE,7 Data representation. Focus on Data representation covered during remote learning
<b>10 (NOW Yr11)</b>	Entire Syllabus covered in essence (lots of topics to go back through and increase depth of learning) Need to focus on Algorithm design (Repeat of this year up to March 2020) - same syllabus (J276).
<b>11</b>	N/A
<b>12</b>	N/A
<b>13</b>	N/A

## HOW WILL YOU KNOW WHERE INDIVIDUAL STUDENTS ARE IN RELATION TO THEIR LEARNING DURING SCHOOL CLOSURE?

Formative assessments ongoing - GCSEPod;  
Quizziz Assessments - Ongoing  
September assessment set for year 7,8,9; Mock assessment with year 10.  
Weekly google meets show engagement/checking of understanding of concepts covered. Project work all documented with peer/collaborative work incorporated - evidencing progress and reinforcement of learning/knowledge.



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**FOR THOSE STUDENTS WHO HAVE MADE EXCELLENT PROGRESS DURING THE SCHOOL CLOSURE PERIOD, HOW WILL YOU ENSURE THEY ARE NOT HELD BACK?**

Challenge Tasks are being set weekly for students, reviewed on 1:1 basis for Year 9 and 10  
KS3 - Google meet challenge tasks gone through

Curriculum challenges are built in to SOL. Students who have engaged/excelled over this period have been encouraged to do challenges and will be continued to be encouraged.