



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	N/A
8	N/A
9	Content has been taught but some students haven't engaged and other students may not fully understand. Since lockdown students have been covering Core Studies – Cooper and Mackie, Heaven, Piaget, Blackwell and Tandoc et al. What has been missed is consolidation or knowing and understanding of these studies by students who have not engaged.
10	Content has been taught but some students haven't engaged and other students may not fully understand. Extended writing practice and regular exam skills practice have been missed. Since lockdown students have been covering the Social Influence unit.
11	N/A



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12	Regular exam skills and practice questions have been missed. Some of the Biopsychology unit and practical application of knowledge has been missed.
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	N/A
8	N/A
9	Students will be retaught studies in amongst units, there is enough time in SOL to be able to do this. Students will use flash cards they have made during lockdown at the start of each lesson to recap key facts. Students who did not engage with work and therefore have no flashcards will be set to make them during starter of each lesson to improve recall.
10	<p>Continue teaching the two units left on course. Homework each week will be to produce a revision resource on work covered over lockdown and a weekly test will check knowledge and understanding and aim to fill in gaps of knowledge. This will then continue on other topics covered in year 10.*</p> <p>Aim to finish content by Easter next year or just after, to give time to reteach and revise units, starting with Social influence, as this is what have covered during lockdown.</p>



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	<p>1 x Lunch time and 1 x afterschool catch up club each week if possible, with parents of students not engaged during lockdown contacted to target for attendance.</p> <p>Aiming to do assessments in class to check knowledge and understanding of units covered so far in first week of teaching, will cross reference with engagement data from G4S to identify three waves of students: High concern – not engaged, poor recall/ Medium concern – Some engagement some recall/ No concern – High engagement and good recall. Contact home to parents of high and medium concern students to open up channel of communication and support, make parents aware of lunch time and after school clubs etc., This will help me as a teacher know exactly what needs catching up, not just content wise but also skills wise and put in place more effective intervention.</p> <p>*Students will RAG each topic and individual breakdowns within those topics to assess weaker areas, these will be prioritised for homework and weekly tests after the lockdown units have been covered.</p>
11	N/A
12	<p>Continue teaching the four and a half units left on course. Two lessons each week will start with a practice exam questions on content covered over lockdown. Students will buddy up to practice 16 markers, they set each other a 16 marker and then mark and give each other feedback once every 2 weeks. For study periods additional revision and practice question resources will be available and student will be directed to use at least one of these study periods a week to do this.</p> <p>Aim to finish content by Easter next year, will then focus on the Biopsychology and Social Influence units (units covered during lockdown) to reteach and revision.</p> <p>1 x Lunch time and 1 x afterschool catch up club each week if possible, with parents of students not engaged during lockdown contacted to target for attendance.</p> <p>Students will sit Summer exams in the September, of content covered across whole year. I will cross reference with engagement data from G4S to identify three waves of students: High concern – not</p>



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	engaged, poor recall/ Medium concern – Some engagement some recall/ No concern – High engagement and good recall. Contact home to parents of high and medium concern students to open up channel of communication and support, make parents aware of lunch time and after school clubs etc., This will help me as a teacher know exactly what needs catching up, not just content wise but also skills wise and put in place more effective intervention. This will also allow me to identify the impact of distance learning because I can assess other units taught in school with the units taught during lockdown.
13	N/A

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

Year 10 – Aiming to do assessments in class to check knowledge and understanding of units covered so far in first week of teaching, will cross reference with engagement data from G4S to identify three waves of students: High concern – not engaged, poor recall/ Medium concern – Some engagement some recall/ No concern – High engagement and good recall.

Weekly tests as mentioned to help with supporting revision, progress from these can be monitored.

Students will also be asked to complete a RAG on individual breakdowns of each topic to self-assess where they think they are.

Year 12 – Summer exams will be held in the September, will be able to assess units taught pre-lockdown to the two units taught in lockdown to assess effect on learning. Will also cross reference with engagement data from G4S to identify three waves of students: High concern – not engaged, poor recall/ Medium concern – Some engagement some recall/ No concern – High engagement and good recall.

Regular practice exam questions and 16 markers will help to see where students are and progress they are making.

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



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Have designed lessons so that will continue as would do normally so students are not held back if they have thrived during lockdown. With additional support for catch up being put on outside of lessons. This catch up work will support those who need it, but also can be used as revision to push other students forward as it will be based around individual need.

Additionally, Y12 – Stronger students will be buddied with the weaker students to do peer to peer mentoring for practice 16 mark questions