



# 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:**SPANISH**

WHAT HAVE THE STUDENTS MISSED DURING THE SCHOOL CLOSURE PERIOD?	
Year Group	Summary of what has been missed
7	Content planned Module 5 of Viva 1 has been delivered through distance learning. Students have missed meaningful practice of content, consolidation activities, speaking and phonics practice, revision and retrieval activities and assessment opportunities in all 4 skill areas.
8	Content planned Module 5 of Viva 2 has been delivered through distance learning. Students have missed meaningful practice of content, consolidation activities, speaking and phonics practice, revision and retrieval activities and assessment opportunities in all 4 skill areas.
9	Part of the content planned Module 4 of AQA GCSE Spanish Viva has been delivered through distance learning. Students have missed meaningful practice of content, consolidation activities, speaking and phonics practice, revision and retrieval activities and assessment opportunities in all 4 skill areas.
10	Part of the content planned for Module 7 of AQA GCSE Spanish Viva has been delivered through distance learning. Students have missed meaningful practice of content, consolidation activities, speaking and phonics practice, revision and retrieval activities and assessment opportunities in all 4 skill areas. Students have missed the opportunity to do a mock exam.



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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	<ul style="list-style-type: none"><li>• Speaking and phonics activity every lesson to build confidence</li><li>• Retrieval activity every lesson</li><li>• Use of sentence builders and knowledge organisers pedagogy</li><li>• Students that did not engage with distance learning identified and given support/intervention as needed.</li><li>• Continuity through use of google classroom and activelearn for extended learning</li></ul>
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9	<ul style="list-style-type: none"><li>• One compulsory after school session for identified students that have not engaged <b>U</b> or <b>reluctantly</b> engaged with the distance learning. They will have access to chrome books and will access the missed work via google classroom. Each student identified will have a personalised plan of what needs to be done to fill the gaps. Teachers will supervise this study time and support the students with the work. Parents will be consulted and asked for consent. Students would have caught up by December 2020 following this plan</li><li>• Continue with Google meet speaking practice in small groups to build confidence and give continuity - This has been very successful during school closure.</li><li>• Lesson planning to incorporate speaking/phonics, retrieval activities and grammar practice into every lesson to build confidence and memory skills</li><li>• Incorporate the use of knowledge organisers</li><li>• More extended writing tasks (exam tasks 40/90/150 words) completed in lessons to enable meaningful feedback and improvement, this is a skill that has been a challenge to deliver effectively via distance learning (Google Translate!)</li></ul>
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	<ul style="list-style-type: none"><li>To give the opportunity for exam practice students are being set Specimen 1 full exam set to complete over the summer break:</li></ul> <p>Paper 1 Listening – Complete under exam conditions and self-mark</p> <p>Paper 2 Reading – Complete under exam conditions and self-mark</p> <p>Paper 3 Speaking – Use the photo cards and role-plays to practice</p> <p>Paper 4 Writing – Complete and submit in September for marking and feedback</p> <p>Students should choose to complete either the Foundation or the Higher papers (they may do both if they want extra practice.)</p>
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## HOW WILL YOU KNOW WHERE INDIVIDUAL STUDENTS ARE IN RELATION TO THEIR LEARNING DURING SCHOOL CLOSURE?

The way in which the distance learning content has been delivered makes it easy to see which students have not completed



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work via google classroom and identify gaps in the learning of individuals and whole classes. AFL in the classroom from September will enable further identification of progress made and the retention of the distance learning provided.

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

As identified students who are behind will have targeted intervention outside of the classroom we will be delivering the curriculum as planned and continue teaching the rest of Module 7 of VIVA in September in class. Year 10 have thoroughly practised the 3 parts of the speaking exam by doing speaking sessions every week in small groups. The students that have taken part have made excellent progress and feel much more confident with this aspect of their Spanish curriculum. This is usually done as an intervention during year 11 so next year they can focus their efforts in improving a different skill, for example writing or listening which have not been practised so much during school closure. There will be a weekly after school session to extend the learning of those students who have made excellent progress tailored to the individual needs of those attending. Lessons, as always, include a range of differentiated activities that will allow for students of all levels to continue to make progress.

Year 9 have also done speaking practice in small groups. Students who have consistently attended the sessions have revised a number of topics as well as improved their speaking confidence and pronunciation. Differentiation and stretching tasks will be an even more integral part of our planning. Again as students who are behind have been identified and offered intervention outside of the classroom Year 9 will continue to follow the planned curriculum and continue with Module 4 of ViVA in September.

In years 7 and 8 we have set work to revise the content taught up to the school closure and also enrichment activities of their choice. Students that have engaged with the distance learning will have a much better knowledge of vocabulary and will be able to access more challenging work. We will be teaching new content for everyone in years 8 and 9 from September as well as retrieval of vocabulary already seen. Use of the Spanish Challenge Club classroom for most able students and those who



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excelled during the school closure will enable a wide range of extended learning options. Developing the Language Leaders programme will also give opportunities for those students to lead in their classes and year groups.