



	Implementation	Formative Assessment	Summative Assessment
<p><b>Online Synchronised</b> <i>Following our existing curriculum narrative</i></p>	<p>Follow the 4 phase lesson with the following expectations for online synchronised learning:</p> <p>Activate</p> <ul style="list-style-type: none"> <li>Ensure recall of previous content using quick 6 which students are already familiar with from their in classroom lessons.</li> </ul> <p>Present</p> <ul style="list-style-type: none"> <li>Embed use of chat function and cold calling.</li> <li>Publicly record Positives on the class thread to motivate all to contribute.</li> <li>Share diagrams and images to model concepts</li> <li>Explore model answers</li> </ul> <p>Practise</p> <ul style="list-style-type: none"> <li>Remain online to answer student questions.</li> <li>Check in on students we know to be in disadvantaged/SEN/Vulnerable groups through email/phone/teams chat during independent time. (Ask LSAs to do this if possible/present)</li> <li>Establish clear expectations for work produced and hold students to account with this.</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>Consolidate learning through online live quiz, Kahoot or similar to motivate all to contribute and assess understanding.</li> <li>Examine work submitted using the existing feedback policy and plan to address these in the next lesson.</li> </ul>	<p>Embed use of chat function and cold calling.</p> <p>Publicly record Positives on the class thread to motivate all to contribute.</p> <p>Responsive teaching within lesson to address any misconceptions as they arise, to ensure meaningful, high quality feedback has immediacy.</p> <p>Plan hinge points within the delivery of lessons to formalise a moment for AfL to occur.</p> <p>Reminders for students to address their next steps in learning from previous lessons.</p>	<p>Personalised emails and marking will be undertaken in line with the OBHS marking and feedback policy for summative tasks.</p> <p>Feedforward (DIRT) activities will be explained, and students will be reminded of their next steps in future lessons.</p> <p>Summative assessment tasks will include instructions on time and resources allowed.</p>
<p><b>Online Asynchronised</b> <i>Following our existing curriculum narrative</i></p>	<p>Following the success in March of using supplementary additional videos to go alongside worksheets we will continue to upload explanatory videos for the 'Present' section of lessons</p> <p>Work should be submitted by pupils as directed by the class teacher, either through assignments on MS Teams, forms on MS Teams, or emailed directly to the teacher.</p>	<p>Feedback will be in the form of videos in response to student's work, including model answers and specific praise.</p> <p>Feedforward (DIRT) activities will be explained, and students will be reminded of their next steps in future lessons.</p> <p>Embed use of chat function and cold calling.</p> <p>Publicly record Positives on the class thread to motivate all to contribute.</p> <p>Responsive teaching within lesson to address any misconceptions as they arise, to ensure meaningful, high quality feedback has immediacy.</p> <p>Plan hinge points within the delivery of lessons to formalise a moment for AfL to occur.</p> <p>Reminders for students to address their next steps in learning from previous lessons.</p>	<p>Personalised emails and marking will be undertaken in line with the OBHS marking and feedback policy for summative tasks.</p> <p>Feedforward (DIRT) activities will be explained, and students will be reminded of their next steps in future lessons.</p> <p>Summative assessment tasks will include instructions on time and resources allowed</p>

<p><b>Paper based</b> <b>Asynchronised</b> <i>Following our existing curriculum narrative</i></p>	<p>Worksheets and copies of PowerPoints in the form of PDFs will be used to help students chunk learning. Where possible, the answers will be provided for parents and students to check their own work. Students following this mode of learning will be provided with texts for the novels studied during the period of closure to ensure a continuity of experience.</p>	<p>Feedforward (DIRT) activities will be explained through paper worksheets and students will be reminded of their next steps in future tasks.</p>	<p>Personalised emails and marking will be undertaken in line with the OBHS marking and feedback policy for summative tasks. Feedforward (DIRT) activities will be explained, and students will be reminded of their next steps in future lessons. These students will be prioritised by subject teachers for phone calls/emails to check in on progress and explain next steps in learning. Summative assessment tasks will include instructions on time and resources allowed</p>
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