# Remote Learning

## ICT, Enterprise And Computer Science

**Year 7** - we started the year delivering live lessons, whereby the teacher would deliver a PPT or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback.  However, we have adapted our approach now to recorded PPTs (by the teacher) and also Oak National Academy video tutorial lessons to allow staff to be available on Teams to answer the questions as they come – especially useful when teaching Scratch and programming. We now work through the Class Notebooks set up for each class delivering the same curriculum we would have in school but online and over Teams. Doddle is offered as alternative for pupils struggling device wise to access the work and video how tos.

**Year 8** - we started the year delivering live lessons, whereby the teacher would deliver a PPT or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback.  However, we have adapted our approach now to recorded PPTs (by the teacher) and also Oak National Academy video tutorial lessons to allow staff to be available on Teams to answer the questions as they come. We now work through the Class Notebooks set up for each class delivering the same curriculum we would have in school but online and over Teams. Doddle is offered as alternative for pupils struggling device wise to access the HTML work and video how tos.

**Year 9** - we started the year delivering live lessons around support for the Component 1 Coursework unit, whereby the teacher would deliver a PPT or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback. We now work through the Class Notebooks and Coursework tasks set through Assignments for each class delivering the same curriculum we would have in school but online and over Teams.

**Year 10 ICT** - we started the year delivering live lessons around support for the Component 2 Coursework unit, whereby the teacher would deliver a PPT or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback. We would work through the Class Notebooks and now deliver actual Component 2 Coursework tasks set through Assignments for each class delivering the same curriculum we would have in school but online and over Teams.

**Year 11 ICT** - we started the year delivering live lessons around support for the Component 3 and the exam. This was cancelled and we started Component 1’s unit, whereby the teacher would deliver a PPT, video or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback. We now work through the Class Notebooks and actual Component 1 Coursework tasks set through Assignments for each class delivering the same curriculum we would have in school but online and over Teams.

**Year 10 Enterprise** - we started the year delivering live lessons around support for the Component 1 in setting up a business Component 1’s unit delivery was where the teacher would deliver a PPT, video or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback. We now work through the Class Notebooks and actual Component 1 Coursework tasks set through Assignments for each class delivering the same curriculum we would have in school but online and over Teams, moving to Merits and higher Distinction work.

**Year 11 Enterprise** - we started the year delivering live lessons around support for the Component 2 in pitching a business idea. Component 2’s unit delivery was where the teacher would deliver a PPT, video or worksheet and teach as they would in the classroom using the chat function or hands up function to facilitate feedback. We now work through the Class Notebooks and actual Component 2 Coursework tasks set through Assignments for each class delivering the same curriculum we would have in school but online and over Teams, moving to Merits and higher Distinction work but having to omit some pieces of work which require students to have presented in person their idea to a teacher and class.

**Year 10 Computer Science** – Lessons have been delivered using a mixture of live lessons with corresponding assignments, or setting of assignments without a “live lesson” but attaching pre-recorded video’s to the assignment. Work set is a continuation of the AQA Scheme of Work in the order I would have taught in a normal classroom setting. Feedback from some students suggests they prefer pre-recorded video’s as they can play back in their own time, re-watching sections if necessary. All resources (PowerPoints, Worksheets, videos, Web links etc.) are attached to each assignment for students to access.

**Year 11 Computer Science** – Similar to year 10, lessons have been delivered using a mixture of live lessons with corresponding assignments, or setting of assignments without a “live lesson” but attaching pre-recorded video’s to the assignment. Work set is a continuation of the AQA Scheme of Work in the order I would have taught in a normal classroom setting. However, due to this cohort missing a large chunk of lessons during the first lockdown (when they were in year 10) I have been repeating/using some of the year 10 lessons with them. Feedback from some students suggests they prefer pre-recorded video’s as they can play back in their own time, re-watching sections if necessary. All resources (PowerPoints, Worksheets, videos, Web links etc) are attached to each assignment for students to access.