

2020-21 REVIEW AND CONTINUE

MISSION

- To ensure students make exceptional progress through high quality, specialist, consistent teaching and learning.
- To provide powerful learning environments that respond to individual and accommodate the needs of all of our students.
- To build confidence and promote the life values of independence and interdependence.
- To develop characteristics of perseverance and resilience.
- To build on new skills and approaches developed during school closure and embed a fully blended approach incorporating elements of remote learning through homework.



HOME LEARNING OVERVIEW

During the period of Lockdown, year 9 students received the following provision:

- ✓ A weekly timetable of activities
- ✓ Narrated lessons made by CTS teachers made available via Teams
- ✓ Weekly assignments marked by CTS teachers with feedback given
- ✓ Virtual Praise Postcards sent to parents of students who completed 100% of work set
- ✓ Weekly tutor time and assembly
- ✓ A weekly newsletter sent to parents including student challenges, commendations, and community news.

INDIVIDUAL PROGRESS MEETINGS

Parents/Carers will be able to meet their child's tutor via a video call in the first two weeks of term. This meeting will be an opportunity to share information about your child's home learning experience and well-being with their tutor so that we are fully informed and can put in place any additional support your child may need. We will talk through each subject with you together and identify areas of focus for your child in the upcoming term, to ensure they have a clear plan and feel confident in how they will continue to make progress. This is also an opportunity to discuss any plans for post 16 and agree an individual package of careers advice and guidance.

For some students it may be appropriate to review their curriculum as they move into year 10. This will be done in consultation with senior staff and parents / carers.

RECONNECTION TIMETABLE

A new timetable of reconnection has been created for the 2 weeks when we return in August. This has been designed to ensure all students can revisit and consolidate learning that has taken place at home, and re-establish their core subject knowledge and skills. All students will spend time in English, Mathematics and Science every day as well as having two lessons per week with their options subjects. As well as this, we have developed a sequence of lessons on developing resilience and managing anxiety in response to the COVID-19 situation that will be delivered during tutor times.

BLENDING LEARNING

One of the positive consequences of the period of school closure is that teachers and students alike have developed new skills in delivering and undertaking remote learning.

We will take advantage of this newly acquired digital literacy, as the research tells us that students can increase their progress by an average of 5 months of schooling by complementing their in school learning with home learning activities ([EEF, 2020](#)).

We will therefore be rolling out a comprehensive programme of directed self study and additional resources online that can be used for revisiting key concepts or preparing for the next topic.

We will be continuing to make use of high quality National resources such as those developed by Oak National Academy to work alongside more original elements created by our teaching team.

This will also mean that students are able to transition smoothly back into a remote learning approach should shielding or further school closure become necessary.

For students who don't have access to IT at home, alternative approaches will be provided by making use of school resources.

REVIEW AND CONTINUE



The review and continue model is an extension of our usual pedagogical approach, with an amplified emphasis on the review of prior learning. This is essential to ensure students have the threshold knowledge and skills to enable them to access the new learning.

WHAT DOES THE RESEARCH TELL US?

At CTS, we believe in ensuring our approaches to teaching and learning are research informed. If you would like to read more of the research that we have referenced in developing our approach, please see some highlighted below:

'Independent practice provides students with the additional review and elaboration they need to become fluent.' [Rosenshine \(2012\)](#)

During the Christchurch earthquakes in 2011, students missed significant amounts of time in school and data shows results didn't suffer. [John Hattie \(2020\)](#) explains how he thinks the **redesigned curriculum** contributed to this.

According to Ausubel, "the most important single factor influencing learning is what the learner already knows". **Meaningful learning**...occurs when humans relate new concepts to **pre-existing familiar concepts**. [Vallori \(2014\)](#) explains this in depth.

