

# REMOTE LEARNING MODULE

Subject: Religious Studies

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Subject:	Religious Studies	Teacher (if applicable):	DRH
Year:	Key Stage 3	Ability/Class (if applicable):	
Module title:	KS3 Remote Learning		
Duration:	2 weeks <input type="checkbox"/>	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/> 8 weeks <input type="checkbox"/> Other: As Required

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this module?

This document will focus on student recovery following the pandemic and a renewed lockdown, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to ensure a smooth transition students back to Academy life after the new lockdown is lifted.

Aims - what do you want pupils to be able to know and do by the time they finish this module?

Students should be able to transition back into daily life with a minimal impact on their progress.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?

- Ambitious – Critical analysis of challenging world views.
- Brave – Encountering challenging approaches to issues that they do not agree with.
- Kind – Promoting mutual respect and kindness towards those different from ourselves.

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Key Concepts as required by the relevant KS3 intent document.

N/A but in line with local Sacre Guidance

Powerful Knowledge - what powerful knowledge is included in this module? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- Introduction to a religious tradition in British society. Engaging with people from different religions
- To understand modern religious beliefs and practices.

To introduce the conflicts that often exist within modern religious thinking.

## Implementation

### KEY CONCEPTS

**Key Concepts** – what are the key concepts being taught?

**Progression** – how will studying these key concepts support progression to the next academic year, or key stage?

This is highly dependent on the timing of a second lockdown

This curriculum should ensure that all students are able to access key learning sent out during lockdown

### LEARNING

**Synchronous** – what are the synchronous aspects of the module, including new material taught?

**Asynchronous** – what are the asynchronous aspects of the module, including deliberate practice?

There will be one Teams/Recorded Teams lesson accessible to all students per year group per fortnightly cycle – those participating live will be able to ask questions. This will be advertised via both Teams and EduLink. This will be joint hosted by DRH/SMA

There will be one PPT/Task based lesson per cycle available made available through both Teams and Edulink.

### ENGAGEMENT

**Accessibility** – how are you going to ensure students without ICT can engage with this module?

**Disengagement** – how are you going to ensure students who are not engaging with this module are identified and supported?

Ascertaining which students have limited ICT capabilities. Paper copies of all resources to be made available at the academy for posting where required.

Subject tutors liaising with both PTT and phoning home where necessary phoning those students disengaged. Where there is a continued lack of response highlighting this over CPOMS

### FEEDBACK

End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?

Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?

The assessment will be distributed as necessary.

**2 Weeks**

Teams Dept Meeting to ascertain engagement levels and implement disengagement protocols.

	<b>4 Weeks</b>	Teams Dept Meeting to ascertain engagement levels and implement disengagement protocols.
	<b>6 Weeks</b>	Teams Dept Meeting to ascertain engagement levels and implement disengagement protocols.
	<b>8 Weeks</b>	Teams Dept Meeting to ascertain engagement levels and implement disengagement protocols.
	<b>Other</b>	

**Delivery** (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
1	As required	Remote (live on MS Teams and remote as study)	<b>Ensure logon! Register to be taken of attendees and checked at the end of the week of the live lesson on insights for engagement.</b>	What	How are we going to continue!	
		Blended (live in classroom and remote as study)		Why	Education in lockdown is important	
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		As required by KS3 curriculum – to be planned by HOD and QA with curriculum staff on a Teams meeting on the announcement of a local/national lockdown.		As required by KS3 curriculum – to be planned by HOD and QA with curriculum staff on a Teams meeting on the announcement of a local/national lockdown.	To be done live in Teams sessions – Exemplar work modelling to be provided for asynchronous learning.	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		To be set on MS Teams/ Edulink – to be submitted to class teacher via Teams/Email	<b>On Teams and in session for those who technology allows to attend.</b>	Review by staff on MS teams / via email. Reviews for individual students to be conducted during 'review points' as necessary		
<b>Synchronous (live)</b>						
<b>Asynchronous (remote)</b>						
		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
2	On Return	Remote (live on MS Teams and remote as study)	<b>Short low stakes test on material covered during lockdown</b>	What	Did we learn	
		Blended (live in classroom and remote as study)		Why	Education in lockdown is important	
				How	RAG/Assess content taught during lockdown for recovery	

Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Recovery of previous learning during lockdown period.				N/A		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	Formal assessment as required		<b>RAG from subject tutor for revision/recovery focus for each student. Specific Learning journals provided to aid catchup</b>		Formal assessment as required.		

3	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What				
	Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why				
					How				
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)		

4	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>			What		
	Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why		
					How		

					Synchronous (live)	
					Asynchronous (remote)	
5					Synchronous (live)	
				Asynchronous (remote)		
6						

					Synchronous (live)	
					Asynchronous (remote)	
7					Synchronous (live)	
				Asynchronous (remote)		
8						

					Synchronous (live)	
					Asynchronous (remote)	
9					Synchronous (live)	
				Asynchronous (remote)		
10						



					Synchronous (live)
					Asynchronous (remote)