

# REMOTE LEARNING MODULE

Subject: Science

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Updated:



Subject:	HSC	Teacher (if applicable):	Mrs Seward
Year:	10	Ability/Class (if applicable):	N/A
Module title:	R022- Communicating and working with individuals in health and social care settings		
Duration:	2 weeks <input type="checkbox"/> Yes	4 weeks <input type="checkbox"/>	6 weeks <input type="checkbox"/>
		8 weeks <input type="checkbox"/>	Other:

## 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 topic will focus on student recovery following the pandemic, 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 transition students back to Academy life and support with the issues resulting from loss.

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

- LO1: Understanding how to communicate effectively in HSC settings. Looking at the different types of communication skills that can be used to aid successful communication, such as, Non-verbal and verbal skills.

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

- Ambitious - Students are able to access the content and their appropriate level and the content allows for all students to be stretched in their development of new skills, knowledge, and application. Students learn through a range of activities, including practical work where possible. All students will be stretched through the various forms of new learning and assessment.
- Brave – Student will have to be brave and feel confident about using skills that haven't been used for a long period of time, and not be afraid to get things wrong.
- Kind – Students will have to be kind to themselves about reintegrating themselves back into learning and using skills again that they may struggle with.

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

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

- LO1: Understanding how to communicate effectively
- The verbal, non-verbal, specialised and written communication skills

Students must be taught about different types of communication methods that can be utilised in different care settings.  
Learners must be taught:

	<ul style="list-style-type: none"> <li>• Different types of communication<sup>1</sup>, i.e.: verbal skills, i.e.: – clarity – tone – pace – empathy – paraverbal skills <ul style="list-style-type: none"> <li>• Non-verbal, i.e.: – body language – gestures – facial expressions,</li> <li>• Written, i.e.– writing a care plan</li> <li>• Specialist, i.e.: – Braille– sign language, voice activated software – advocates – interpreters – Makaton</li> </ul> </li> </ul>
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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?

Students will learn about communication and its importance in the wider world. Health and social care settings also rely of a variety of different communication methods. Makaton, Braille and sign language are powerful tools that can be used to communicate with people effective

## Implementation

### KEY CONCEPTS

<p><b>Key Concepts</b> – what are the key concepts being taught?</p>	<p><b>Progression</b> – how will studying these key concepts support progression to the next academic year, or key stage?</p>
<ul style="list-style-type: none"> <li>• Students will learn about the different types of communication skills that Health and Social Care (HSC) workers can and should use to ensure that there is an acceptable standard of care for all service users who need an aspect of HSC</li> </ul>	<ul style="list-style-type: none"> <li>• By studying these communication skills, this will support students by developing their knowledge to then use to complete written and practical assessment tasks as part of their controlled assessment for R022- Communicating and working with individuals in health and social care settings</li> </ul>

### LEARNING

<p><b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?</p>	<p><b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?</p>
<p>The initial learning material depicted on the introduction PowerPoints and reading material (If applicable). Some aspects of the reading material and slides will need to be taught via a teams session to make sure that students have fully understood the key concepts.</p>	<p>Additional tasks, such as practice questions, will be set for students to complete on their own after all of the necessary synchronous learning has taken place. These tasks may also include the completion of a table, labelling a diagram, an extended piece of writing and answering exam questions.</p>

<b>ENGAGEMENT</b>		
<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?	
All activities set can be viewed using a mobile phone, with tasks being emailed if necessary. Students can also complete all tasks on paper and then send in a photo of their work for marking.	Staff initially will be responsible for their own groups and keeping a close eye on the completion of tasks by all of the students in their groups. This can be easily monitored using Teams. Staff will be expected to make the necessary emails/ phone calls to endeavour to support the students and their families further. Curriculum lead will be able to monitor all students' progress. Staff can then apprise Curriculum Lead of any students that are not engaging and take the next necessary steps.	
<b>FEEDBACK</b>		
<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?	
There are previous exam papers that have been used in previous years and has been standardised to a sufficient standard by using the same assessment for mock exams and practice exams. There are exam official mark schemes to use to help to assess student progress.	<b>2 Weeks</b>	Extended piece of writing or a set of questions. Exam questions taken from previous years exam papers.
	<b>4 Weeks</b>	
	<b>6 Weeks</b>	
	<b>8 Weeks</b>	
	<b>Other</b>	

<b>Delivery</b> (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		Remote (live on MS Teams and remote as study)	<ul style="list-style-type: none"> <li>Give examples of how people communicate</li> </ul>	What	<ul style="list-style-type: none"> <li>The different types of communication skills that can be used in HSC settings</li> </ul>
	∞	Blended (live in classroom and remote as study)			

				<ul style="list-style-type: none"> <li>What do we mean by `Specialised` communication skills?</li> </ul>	Why	<ul style="list-style-type: none"> <li>To make sure that there is a consistent standard of care applied in all HSC settings by using correct and appropriate communication skills</li> </ul>	
					How	<ul style="list-style-type: none"> <li>By exploring all of the different communication skills and how they can be used</li> </ul>	
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)
	<ul style="list-style-type: none"> <li>P- The different methods of communication that most people use</li> <li>N- All of the various communication methods that can be used in HSC settings</li> </ul>		<ul style="list-style-type: none"> <li>Direct questioning of students in sessions</li> <li>Small quick activities for students to demonstrate understanding- matching up activities</li> </ul>		<ul style="list-style-type: none"> <li>Modelling answers and suggested answers to a particular tasks for students then to complete</li> <li>Writing frames/grids for students to use</li> </ul>		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	<ul style="list-style-type: none"> <li>Challenging student tasks to complete towards supporting them with exam questions</li> <li>Similar tasks may be completed first before official task is issued.</li> </ul>		<ul style="list-style-type: none"> <li>Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme</li> </ul>		<ul style="list-style-type: none"> <li>Quick quiz</li> <li>Exam questions</li> </ul>		
2	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"/>	<ul style="list-style-type: none"> <li>Describe what `Makaton` is</li> <li>Give examples of where and how it can be used</li> <li>What do we mean by the term `Care plan`?</li> </ul>		What	<ul style="list-style-type: none"> <li>The different types of communication skills that can be used in HSC settings</li> </ul>	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	<ul style="list-style-type: none"> <li>To make sure that there is a consistent standard of care applied in all HSC settings</li> </ul>	
3							

							by using correct and appropriate communication skills	
						How	<ul style="list-style-type: none"> <li>By exploring all of the different communication skills and how they can be used</li> </ul>	
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