

REMOTE LEARNING MODULE

Subject: Science

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Updated:



Subject:	HSC	Teacher (if applicable):	Mrs Seward and Mrs Stirzaker		
Year:	11	Ability/Class (if applicable):	N/A		
Module title:	R021-Essential Values of Care for Use with Individuals in 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?					
<ul style="list-style-type: none"> To be able to describe the rights of individuals, how they can be maintained and the importance of maintaining them To be able to describe the `values of care`, how they can be applied and the importance of using them 					
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this module?					
<ul style="list-style-type: none"> 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?		
<ul style="list-style-type: none"> Learning Outcome 1- Understand how to support individuals to maintain their rights (Exam unit) 			Students must be taught about the rights of individuals and how to maintain them. Students must also be taught about effective communication methods and how they can be used to support them. R022 previous knowledge can be used to support this.		

<ul style="list-style-type: none"> Learning Outcome 2- Understand the importance of the values of care and how they are applied 	<p>Students must learn about the care values that underpin health and social care and how they must be applied and why it is vital that they are applied for adults and children</p>
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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 the rights of all individuals and how using the correct care values is vital when treating patients and caring for individuals. There are also rules to protect people who may be suffering with their mental health and therefore how they should then be treated appropriately to make sure they receive the correct care.

Implementation

KEY CONCEPTS

<p>Key Concepts – what are the key concepts being taught?</p>	<p>Progression – how will studying these key concepts support progression to the next academic year, or key stage?</p>
<ul style="list-style-type: none"> The rights of individuals when receiving care and support in a HSC settings The Values of Care that need to be applied to all service users in HSC settings 	<ul style="list-style-type: none"> All of the Key Concepts discussed and taught will enable students to describe and explain how to maintain the rights of individuals and how to apply the care values necessary to maintain a good standard of care

LEARNING

<p>Synchronous – what are the synchronous aspects of the module, including new material taught?</p>	<p>Asynchronous – 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>

ENGAGEMENT

<p>Accessibility – how are you going to ensure students without ICT can engage with this module?</p>	<p>Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?</p>
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<p>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.</p>	<p>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.</p>
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FEEDBACK

<p>End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?</p>	<p>Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?</p>	
<p>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.</p>	<p>2 Weeks</p>	<p>Extended piece of writing or a set of questions. Exam questions taken from previous years exam papers.</p>
	<p>4 Weeks</p>	
	<p>6 Weeks</p>	
	<p>8 Weeks</p>	
	<p>Other</p>	

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	Remote (live on MS Teams and remote as study)	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Quick fire questions on what rights do human beings have List different types of HSC settings What jobs are covered under the umbrella of HSC? 	What	<ul style="list-style-type: none"> How to maintain the rights of individuals 	
	Blended (live in classroom and remote as study)	<input type="checkbox"/>		Why	<ul style="list-style-type: none"> So that an appropriate and suitable standard of care can be provided for all service users 	
				How	<ul style="list-style-type: none"> By exploring the rights that all individuals have, describing how they can be maintained and the 	

						importance of maintaining them
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	
	<ul style="list-style-type: none"> P- The Basic rights of human beings N- The rights of individuals in all HSC settings and how they are applied and maintained 		<ul style="list-style-type: none"> Direct questioning of students in sessions Small quick activities for students to demonstrate understanding- matching up activities 		<ul style="list-style-type: none"> Modelling answers and suggested answers to a particular tasks for students then to complete Writing frames/grids for students to use 	
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	
	<ul style="list-style-type: none"> Challenging student tasks to complete towards supporting them with exam questions Similar tasks may be completed first before official task id issued. 		<ul style="list-style-type: none"> Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme 		<ul style="list-style-type: none"> Quick quiz Exam questions 	
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"> What does the phrase `care values` mean? List examples of care values that may be used in a care home List examples of HSC settings where care values can be applied 		What	<ul style="list-style-type: none"> The `values of care` that must be used when providing support for a service user
	Blended (live in classroom and remote as study)	<input type="checkbox"/>			Why	<ul style="list-style-type: none"> To make sure that there is a consistent standard of care applied in all HSC settings
3					How	<ul style="list-style-type: none"> By exploring what the `values of care` are and how they can be applied

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"> • P-The rights of individuals receiving support in a HSC setting • N- The `values of care` that need to be applied in a HSC setting 	<ul style="list-style-type: none"> • Direct questioning of students in sessions • Small quick activities for students to demonstrate understanding- matching up activities 	<ul style="list-style-type: none"> • Modelling answers and suggested answers to a particular tasks for students then to complete • Writing frames/grids for students to use 	
	7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	Asynchronous (remote)
	<ul style="list-style-type: none"> • Challenging student tasks to complete towards answering exam questions • Similar tasks may be completed first before official task id issued. 	Use mark scheme to assign a mark to the exam question. Students to write down corrections from mark scheme	<ul style="list-style-type: none"> • Quick quiz • Exam questions 	