

Which subject is this for?	How did you modify your curriculum for on-line learning? Where possible reference both key stages so we have plenty of examples. For example, did you omit some material, did you not push some of...	For each example in Q2, could you give a brief rationale of why you made that adaptation? Eg Y9 History - rationale for this: analysis skills can be focused on when lessons resume, understanding ...	How will Students catch up on what was omitted or adapted? What small changes will you be making to help students cover the important material/skills that you adapted out during on-line learning? Th...	What, if any, are the barriers to moving on successfully in your subject area? Have you identified any longer term impact on your subject area, or are you confident students can move on success...	Are there any long term impacts on your curriculum? Eg - does this affect what students will study next year? Have you made permanent changes to the subject curriculum as a result of lockdown?
English	<p>All students at KS3 were provided with a copy of the set text to aid their study of it at home. We continued with our curriculum as far as possible. We placed a much greater emphasis on the text itself and key skills required in every year group, stripping out the additional/added information not explicitly included in the GCSE spec. This was a lengthy process.</p> <p>Y7 - Taming of the Shrew. Study became around two central characters to develop students' ability in AO2 and AO4. We also taught the conventions of a comedy and the basic features/conventions of plays and playscripts.</p> <p>Y8 - Noughts and Crosses. Focus was around how an unfair world is presented in the text so that students are tracking a theme across a novel. We also taught the conventions of a dystopian novel and revisited this. Students were tasked with writing analytical paragraphs at regular intervals.</p>	<p>As is the case with all years, a decision was made to focus much more on knowledge and comprehension, as well as one key skill. The rest of the 'softer' skills (language analysis etc.) are revisited regularly as a part of our spiral curriculum.</p> <p>Y7 - the knowledge we teach in the summer term of Y7 is crucial to their understanding at the start of Year 8. The decision was made to focus on conventions of a comedy as this will be necessary further up the school.</p> <p>Y8 - Again, this is a huge novel we would normally take 12 weeks to teach. We decided to focus on tracing a theme as this skill is crucial and needs to be developed in preparation for KS4.</p> <p>Y9 - Conventions of a tragedy and knowledge of criteria is essential before students study any of the set texts at GCSE.</p> <p>Y10 - The poems are much easier to re-cap in one-off lessons further down the line. At this stage, the choice was to</p>	<p>Y7-9 have all been focussed on finishing the text in its entirety before Easter and revising key knowledge gained during live lessons. They have also been taught the 'assessment question' explicitly and will be prepped for it. We are using this as more of a baseline/progress check to identify weakest skills that need revisiting in the next unit of work to be taught in the summer term. We have ensured that all key knowledge has been taught and secured. We will be responsive in our curriculum next term to ensure that the weaker skills are strengthened. We cannot afford the time to teach them the untaught knowledge because A) it would only serve to deepen their understanding of the novel they are currently studying and B) it is not required/essential part of the GCSE curriculum and key texts they will be studying.</p> <p>Y10 have been split into smaller groups to ensure that those who did not study the poems have been caught up in catch-up sessions. Those who did study the poems have been doing</p>	<p>We have done our best to mitigate the impact of lost learning on student progress and attainment. As a result of a 'stripped back' unit of work in Years 7, 8 and 9, students have not read as widely or as deeply as they normally would have. Students have also not been regularly honing and practicing the analytical, evaluative and dialogical skills they normally would which may impact on them at a later stage. Key knowledge may need to be revisited once again at GCSE before we can properly teach their set texts.</p> <p>I also have some concerns over student creative and transactional writing as we made a decision to prioritise reading skill instead. Whilst I believe that reading and writing are intrinsically linked, I have acknowledged the need to provide more opportunities for students to practise their creative writing and as such, this will be revisited 2-3 lessons per week as short starter activities where they write for 5-10 minutes in silence before a brief</p>	<p>As above, The Year 10s will have a much more condensed curriculum to ensure that everything is covered in time for their assessments. We are moving towards booklets as a result to help students organise their ideas effectively and make it easier to revise from. This was trialled with A Christmas Carol during lockdown and worked successfully so this will now be introduced for each set text at GCSE.</p> <p>Students will also be given opportunities to regularly practise their creative writing, as outlined above.</p> <p>Our curriculum will become much more responsive over the coming 12 months as we gauge which skills are lacking in students and adapt tasks in our current schemes of work to ensure that these skills are revisited and strengthened.</p>

	<p>Y9 - Hamlet. Focus was on Hamlet as a conflicted character so that students could gain an understanding of the Aristotolean criteria of a tragic hero. We also taught the conventions of a tragedy and identified the key themes/ideas that recur when teaching Macbeth in Y11. Students regularly wrote analytical paragraphs as a part of their online study.</p> <p>Y10 - Initially, they engaged in revision and consolidation of A Christmas Carol in preparation for their knowledge check. The decision was then made to teach a selection of the 'easier' poems in the GCSE specification. An understanding of plot, themes and 2-3 quotations in each poem was gained.</p> <p>Y11 - Students were revising the set texts for their literature GCSE. Exam questions were used as a format to lessons. Section A question one week and Section B the subsequent week. Students were tasked with sending in an essay every week which was returned with feedback. All three set texts were revised over lockdown.</p>	<p>do poetry or start a new GCSE over lockdown (Language) which would've been challenging for students.</p> <p>Y11 - Students were given a chance to consolidate knowledge and become accustomed with the mark scheme which was essential with mocks looming. Students were able to receive bespoke individual feedback to aid their progression.</p>	<p>some extension work to deepen their understanding. Students have now begun the language GCSE. I plan on teaching them the comparison skills in poetry as well as the unseen element in the last 4 weeks before the summer break. I have condensed the curriculum until then which is when we first teach the GCSE Language skills as these are revisited throughout the Year 11 curriculum.</p> <p>Y11 will now have a far greater focus on the Language GCSE as much of Literature has been revised. Ordinarily, I would teach the two GCSEs side-by-side.</p>	<p>review.</p> <p>Year 10 is more of a concern. I have re-mapped their curriculum and, assuming there are no more school closures, we are due to finish teaching the course in March of Year 11, giving far less time to revise than we normally would have. This also means that we are likely to only be able to teach things once and not recap anything in any real depth as we normally would. Year 10 were also the hardest hit by students self-isolating before Christmas with significant numbers of the year group off at a time.</p>	
Art and Photography	Same material covered but adjusted some use of materials to compensate for what students had access to.	To compensate for what students had access to.	Focus on lessons that include materials not readily available at home eg Clay, 3D, printing and painting.	Confident students can now move on, but there will be an issue with building confidence with new techniques but this will be resolved over time.	There are no permanent changes to be made as a result of lockdown.

Design and Technology	<p>Yr 7- Same material covered, working on theory and design elements of the toy car project.</p> <p>Yr 8- Same material covered; theory and design elements of the steady hand game project</p> <p>Yr 9- Same material covered; theory and design elements of the Afternoon Tea project</p> <p>Yr 10- Same material covered; theory based on the Timber Subject specific content with practice questions</p> <p>Yr 11- Recapping the core content with exam style questions Continuing with the design parts of the NEA.</p>	<p>Yr 7- The students would have covered the learning that goes with the practical parts of the Toy Car Project. When lessons resume they would understand key terms and techniques ready to move the curriculum on.</p> <p>Yr 8- The students would have covered the learning and come up with the designs for the Steady Hand Game practical . When lessons resume they would understand key terms and techniques ready to move the curriculum on. Their designs would also be in place ready to start manufacturing their Steady Hand Game.</p> <p>Yr 9- The students would have an understanding of terms, concepts and skills required from the GCSE Food Technology course and would be able to make informed choices for their options.</p> <p>Yr 10- The student would understand key terms and concepts needed to continue with the GCSE DT: Timbers curriculum.</p> <p>Yr 11- The rational was to build up evidence for their current working level.</p>	<p>Yr 7 DT- scheduled practicals carried out in order to make up for lack of practical experience during lockdown.</p> <p>Yr 8 DT- scheduled practicals carried out in order to make up for lack of practical experience during lockdown.</p> <p>Yr 9- Introducing food technology practicals</p> <p>Yr 10- Resuming key skills based practicals in order to make up for lack of practical experience.</p> <p>Yr 11- Continuing with the NEA and catching up with the elements they could not do at home e.g. CAD work and modelling.</p>	<p>Larger class sizes. We cannot have large class sizes in the workshop and food room as this would be unsafe due to limited workstations. Currently organizing for an extra member of staff so we can split the groups, half do practical, half theory based around the current learning then swapping.</p>	<p>This does not affect what the students study next year.</p>
Reading	<p>Year 7 & 8 - Both the format and content were adapted. Reading input/material was delivered in one "chunk" - a video lesson - with written questions for students to submit. This is a huge change from the usual "read a bit, discuss a bit, read a bit more" format in school and very different from the student</p>	<p>I decided that the discussion format of usual reading lessons would not adapt well to live lessons and so kept them, as in lockdown one, as video lessons for students to engage with at their own pace. Thus, material needed to be more accessible (no classics and no poetry) and to lend itself to strengthening</p>	<p>Material studied in lessons for both year 7 & 8 between return to school and end of the academic year will focus on more challenging texts (eg classics such as a Great Expectations extract), more poetry and texts with a more esoteric edge to them to enable students to recover their</p>	<p>I am confident that students will be successful and "catch up" to be where they would have been at the end of year 7 and 8 in reading.</p>	<p>No.</p>

	<p>led approach for areas of discussion. I deliberately therefore chose material which would lend itself to comprehension activities and to introducing wider contextual knowledge - eg a book about the Holocaust which provided opportunities for factual concepts/recall/comprehension /some personal and emotional responses.</p>	<p>comprehension skills and understanding of wider cultural concepts, with the opportunities for extension activities for some students. Speaking, listening and broader personal responses can be the focus when in school lessons resume.</p>	<p>growing ability to think and reflect on a personal level in their responses. Lesson format in the first few weeks will focus on reestablishing high quality speaking and listening opportunities and expectations as students had been focusing on written responses during home learning. The summer term text for year 7 will be the planned novel but focus will continue to be on consolidating speaking and listening skills and higher order personal responses and making links to concepts and ideas in other subject areas.</p>		
Spanish	<p>Y7 Spanish - continued with the same curriculum, all material covered as usual. Y8 Spanish - most material covered, adapted to increase focus on key vocabulary in on-line lessons and reduced focus on grammar. Y9 Spanish - most material covered, adapted to increase focus on key vocabulary in on-line lessons and reduced focus on grammar.</p>	<p>Y8 and Y9 Spanish - rationale for this: grammar concepts are a bit tricky to explain in on-line lessons and a lot of grammar was already covered in school before lockdown and will continue to be covered now normal lessons have resumed.</p>	<p>Luckily, Spanish is a subject where most key-vocabulary, concepts and material gets revisited again and again, so students will have the opportunity to catch up with missed material and grammar concepts. Spanish will adapt lessons, mostly in Year 9 as it's where the bigger gap is, to ensure that all pupils can access learning back in class.</p>	<p>I find that students find difficult to retain vocabulary but I am confident that they can move on successfully and catch up.</p>	<p>I have not made permanent changes to the curriculum as a result of lockdown and it will not affect what students will study next year for the moment. Y7 will move on to Year 8 as normal, Year 9 will move to GCSE in Y10 as normal and the impact that lockdown had on Year 8 will be assessed at the end of the Academic Year to assess whether changes need to be made for the Year 9 curriculum or if they will continue with the same curriculum.</p>
Geography	<p>KS3 -Re-wrote lessons to be live lesson friendly and to include resources within the lesson, so simplifying where to find materials to be able to complete tasks easier and more efficiently. One year 7 unit was swapped around as we felt it was more live lesson friendly,</p>	<p>Rational Included within Q2</p>	<p>More focus on geographical skills and questioning. More discussion and debate, as these were not suited to the live lesson scenario. This will be across all year groups.</p>	<p>Fieldwork opportunities would have been favourable but not crucial.</p>	<p>No permanent changes.</p>

	<p>however the other SOW has been taught since. Used a lot more multiple choice hinge questions, that enabled students to participate through the chat function, to be more engaged as verbal contributions were limited. Kept as many skills as possible still within the lessons but had to adapt some e.g. - The interpretation of a graph, rather than the construction of one. KS4 - Integrated content (Handouts) into the lesson slides, which also enabled the PP to be used as support for independent tasks. Incorporated more chances for engagement through chat function. Content and topics remained the same.</p>				
Media	<p>Year 10 Media -- reduced focus on analysis of representation. Where attempted, heavily scaffolded with guided questions; little long-form writing. More focus on factual recall / identification. Lessons adapted to short, snappy tasks as opposed to longer, higher-concentration tasks. Basics covered of set texts, aspects of spec omitted, or only engaged with briefly.</p>	<p>Less focus on long-form writing as students have an unstable skill set due to long-term self-isolating / COVID effects of in-term time. More modelling would have been required, which would have been difficult online and there was a vastly reduced attendance from the students in my cohort. I therefore prioritised building and retention of knowledge over skills.</p>	<p>Year 10 / 11 Media -- using interleaving and starter tasks / low-stakes quizzes to teach knowledge that was skipped over lockdown. More lesson time dedicated to modelling where longer answers are required.</p>	<p>Continued absence / intermittent absence from students in my class. Lack of motivation Knowledge/schemas now widely varies between individuals -- recapping for some; totally fresh for others Not enough time to properly cover all knowledge if skills are properly embedded</p>	<p>Yes -- topics that I skipped, or only did the bare basics of -- I will have to 'teach' in the 'revision' period of Year 11, as there is simply no longer appropriate curriculum time. These set texts will therefore not be covered in appropriate depth for the exam. In turn, this means that the current Year 10 will see little in the way of revision in Year 11 for high-tariff questions as they lack the necessary skills to tackle these and there is not appropriate curriculum time to embed and consolidate these between now and the exam, given how much content is still yet to be taught and coursework completed.</p>

Statistics	Yr 10. Over look down we focused on the key materials needed. The higher content was taken apart and we picked were key concepts needed at that point to move the students on. We are looking to bring that back all together once we are back in the classroom.	Students needed face to face support with the higher content and new skills.	We will simply realign and rejig the sequence of learning as we move forward.	Time. We only have 2 hours a week with this GCSE. However, we work with Maths staff and some material will not be covered as much depth as it is already being covered in the Maths curriculum.	No. We are carrying on. The only concern is confidence of students and resilience. A skill we are working through in each lesson.
Physical Education	Due to students not having sports equipment at home, Pembroke PE department placed a focus on maintaining a "healthy and active lifestyle" while at home to try and boost physical and mental wellbeing, and a bit of social wellbeing if exercising with the family. During lockdown 1, the department put together a booklet of resources accessible to students on share point (including fitness/ Joe Wicks work out videos/ yoga/ dance/ skill drill videos, among other videos to help students develop their interests across a range of sporting areas (netflix documentaries with elite sport stars, and videos of challenges to try). Pembroke PE department also joined the Priory Federation in raising money for "NHS Charities Together", where students, staff and families chose to walk, run, cycle the distance of a marathon in days to support the response to COVID. During the January lockdown, the department linked with the Food Technology department to create another challenge to	<p>Practical PE - We are aware that students have not got access to the equipment we have in school, so the "PE offer" had to change. We offered activities that would still engage the students as personal challenge.</p> <p>KS4 OCR Sport Science - Students were able to apply material to greater depth when they return to the classroom in February and had been given time to consolidate and develop understanding of the new learning.</p>	<p>Practical PE lessons - On return to lessons in February, the PE department devised a 7 lesson plan for the remainder of the module. Here the focus in PE lessons was "enjoying PE". Students took part in 7 different sporting activities to re-introduce them to the basic skills, techniques and tactics in a range of sports that could be delivered safely. The benefit to this was students enjoyed being part of an atmosphere which contributed to good mental, social and physical wellbeing. This small period was also a time for teachers to remind students of the routines expected in PE lessons (behaviour, kit, pre and post lesson protocols, spraying equipment). Moving forward, time in lesson to develop basic skills needed for competitive practices. Extra-curricular activities to promote activity levels outside of the timetabled lessons (eg. Rounders, tennis cricket club).</p> <p>KS4 OCR Sport Science - Part of the lesson will focus on low stakes assessment of previously</p>	<p>Barrier - some students in the class had 100% punctuality to online live lessons, and completed the work. Some students were present in the live lessons, but did not complete the added share point work. Some students were not present in any of the live lessons and did not complete any of the share point work. There is therefore quite a gap in knowledge between those who completed all of the work, and those who did no work at all. This was clear to see from the recent end of unit assessment. There is evidence in my year 10 class that those who were present in live lessons, scored higher marks in the paper than those who were not. I do feel that with the extra time in lessons spent on referring back to content in low stakes tasks, students will develop their knowledge and application of key material. This will take time.</p>	<p>Practical PE - The department will continue to consider which sports can take place (guidance from NGBs, AfPE and the government updates). I would like to think we will be able to return to the normal way the year runs with PE activities, in September. Knowing now which sports students have missed out on (Volleyball, Rugby, Football, Gymnastics, Handball), we will need to adjust our teaching to schemes of work. For example, year 7 did not complete the Handball unit this year. This means we will need to start with teaching basic skills and techniques from the year 7 scheme of work to this year group when they take part in the Handball unit next year in year 8. This is the same for other years. The department have made a note of the sports each class has missed.</p> <p>KS4 OCR Sport Science - OCR exam board have release guidance which allows teachers of the course to drop one of the four units. This means I will be able to spend more time teaching three units, rather</p>

	<p>encourage engagement in physical exercise challenges alongside making healthier nutrition choices. This was called the "28 day Challenge". The department also decided to create their own work out videos and post on share point and social media, called "Whelan's weekly workout". Those at school (key worker/ vulnerable) had sport on their timetable and took part in activities that could be delivered based on the updated guidance from the Gov document and also the advice from AfPE (Association for Physical Education). Students took part in badminton, short tennis, orienteering challenges, exercise to music, fitness workout circuits, Whelan's weekly workout, Basketball drills circuit). All sports were carefully considered with COVID protocols in place.</p> <p>KS4 OCR Sport Science lessons - 1 lesson each week. New learning was taught but only for the exam unit in year 10, and content taught in smaller chunks as would be in a classroom lesson at school, largely focusing on lower stakes information (understanding key concepts and language surrounding the topics covered). When students were back in the classroom, learning was recapped and students were given time in lesson to consolidate new material</p>		<p>learned content (low stakes quiz starters). Students have a log in to access AnswerPErfect for structuring longer answer questions.</p>		<p>than four, and this gives students more time develop an understanding of content.</p>
--	---	--	--	--	--

	<p>learned. The use of Kahoot quizzes and low stakes multi-choice answer quizzes allowed students to apply what they had learned, and they also felt success.</p>				
ICT / iMedia	<p>Material delivered via TEAMS, with documents uploaded to Sharepoint with students signposted to the resources via email. Resources uploaded were more in the form of help tutorials rather than what would have been covered in face to face lessons eg help tutorials on making an animation rather than step by step account of learning Adobe Fireworks</p>	<p>Y8 ICT: it would be more beneficial for students to practice their animation skills whilst learning remotely, rather than not understand about the pre-production design processes (eg mood boards, visualisation diagrams etc,) which can only really be taught face to face</p>	<p>KS3: some content has had to be omitted this year in order to create time for areas of the subject which will be of greater long term benefit in years to come and after leaving school. Eg, Spreadsheets was missed by Y7 last year, so it was moved into the Y8 curriculum for this year KS4 iMedia: OCR have had to publish a one year SOW for the R081 theory component of the course, which will need to be incorporated into existing SOW thinking</p>	<p>Looking ahead, I am looking to shift the current ICT Y7-11 curriculum plan into more of an ICT / Computer Science model. This will in turn rejuvenate the current curriculum offer, especially given that iMedia is soon to be phased out of the KS4 eligible Progress 8 subjects (first teaching of this revised offer for Sept 2021 (KS3) & Sept 2022 KS4</p>	<p>As above, I am looking to shift the current ICT Y7-11 curriculum plan into more of an ICT / Computer Science model, going forwards. The biggest impact of this is one of personal CPD requirements to be able to deliver such a diverse curriculum. Following the COVID lockdowns, this would actually be an appropriate time to investigate such a curriculum revision.</p>
History	<p>Some units were shortened in terms of content - eg aspects of the Cold War as these could be caught up later. Units were adjusted in Year 8, as it was not appropriate to teaching a sensitive topic (Transatlantic Slave Trade) remotely. The Industrial Revolution unit was therefore taught remotely, with TAST taught in school. The focus in all years was on the teaching of core knowledge and</p>	<p>There was more emphasis on key terms and key content/knowledge as this was more important to understanding and being able to move on in the learning than in-depth analysis. The analytical skills can be practiced once synchronous teaching restarts. The teaching of TAST deals with issues which are sensitive, and so it is vital that these are taught carefully and in an</p>	<p>Analysis and skill based work will be practiced in lessons Essential content has been covered. Extended writing will be completed where this is needed.</p>	<p>Confident the students can move on with the curriculum - key knowledge has been covered, skills can be brought up to speed with practice</p>	<p>The change to the Year 8 curriculum will remain, as teaching IR before TAST has created a more coherent understanding of the period and connections between the topics. In terms of content and skill acquisition, it does not affect next year or long term, as students will be in line with the usual curriculum from September 2021.</p>

	vocabulary, rather than skills development.	environment where misconceptions and SMSC related content can be discussed in a measured way.			
Science	In y7-9 (KS3) we re-sequenced the curriculum so all groups were studying the same module at the same time. Y7 Push It Y8 Ready Steady Cook and Year 9 Quantum RealmIn Year 10 all groups were taught separate units to align curriculum, so that on return they could be reset and again taught the same unit. On return all groups started on Biology Unit 3year 11 was only 1 group and due to planning from Year 9 they were able to complete the GCSE course in the normal time, so that on return the last chemistry units were completed so Examination preparation could be run from Moduel5 onwards.	In KS3 we wanted to move the curriculum on and give 1 member of staff the control to run the remote learning so that the Team A / B rota would not hinder planning and delivery. plans for the Science refurbishment also meant that we would have to keep the units left on return to a minimal amount of practical sessions.Year 10 group had been set before Christmas to help offer support to students who had been self isolating and had found it difficult to return to normal learning. To reset these groups we would need all classes to have completed the same rotated units, so remote learning was used to complete these topics so that on return all students would be at the same point in the curriculum. On return we again re-sequenced the scheme of work to facilitate any further self isolations so all groups could be set the same work and remote learning could be kept in parallel to taught classes to reduce the any further learning gaps being created.This was also done for Y7-9 but Y9 were given the first GCSE teaching units as this is where their GCSE transition would have begun in normal curriculum time. All students followed the Separate Biology	No work was omitted in Y7-9. Future curriculum model will be shifted to allow for the slower delivery via the remote resources and to allow future teaching to catch up on practical skills. Science refurbishment has put a pause on most practical but as we were able to offer practical in the first part of the year, students are not showing any signs of large gaps. from September 2021 KS4 core practicals will take stronger focus to ensure all requirements met at KS4. Within KS3 thematic teaching will allow all practicals to be covered by the end of Year 9 within GCSE transition	Current students revision and preparation will need addressing greater use of revision guides and the use of GCSE examination question styles will need to be addressed. catch up funding could be used to purchase these resources and provide more flipped learning tasks to use these. But current year 7 - 9 should still make the required progress as the thematic teaching does provide excellent GCSE preparation.	The plan to rotate year 10 and 11 groups on a weekly basis will be put on hold until we judge all students to be back up to speed in terms of attitude to learning and ability to cope with studying the three sciences concurrently.Thematic teaching will continue further into year 9 to ensure all themes have been covered before GCSE course begin. Again this may be module 5 start as opposed to module 4.

		Unit 1 so that students selecting the triple science option would not have any missing work to catch up. Combined science students would also benefit from increased depth of study in the first part of the course even if they would not be assessed on it further.			
Drama	<p>Year 7 - Same topic that would have been covered however practical elements were reduced, focusing on the theoretical aspects.</p> <p>Year 8 - a new topic was generated as the original scheme should have been physical theatre that would have been very difficult over Teams.</p> <p>Year 9 - a very theoretical version of devising, focusing on the skills required and developed during the GCSE course. a clear focus here on the process.</p> <p>lessons were delivered to 4 smaller groups per year group (4xyear 7, 4xyear 8) allowing for a more focused learning group. workshops were offered throughout the home learning period for all students. pieces of live theatre were offered to all students to remain engaged within the arts.,</p>	<p>Year 7 - The scheme of work centres around the telling of a story, so I was able to keep this initial idea, but develop on the thought process. This really allowed students to consider the thought process for a performance.</p> <p>Year 8 - Physical Theatre, Commedia Dell 'Arte and Shadow Theatre would have been incredibly difficult to teach over Teams and difficult for students to participate in from home. As such, the curriculum plan was altered, with a focus placed on devising, allowing students to focus clearly on their development process.</p> <p>Year 9 - Students were reluctant to engage in the lessons with cameras and microphones on, therefore making script work almost impossible. Therefore, devising was completed with students allowing for a deeper theoretical understanding.</p> <p>all units, as the period of home learning progressed, was able to</p>	<p>Year 7 - more practical tasks with lessons and focus on key terminology.</p> <p>Year 8 - Key vocabulary and using this correctly within a piece of writing.</p>	<p>students in all years have had disruption to their drama lessons for over 14 months now.</p> <p>year 7 students are very eager to return to practical drama and are more than willing to participate, engage and easily adapt.</p> <p>Year 8 have struggled slightly more as they missed a number of key skills due to the already present gap in learning from year 7 lockdown. I am currently unable to proceed with the outlined curriculum plan for year 8 as the second half of the year focuses on physical theatre - as such, this has been adapted to suit the parameters of the studio space.</p>	<p>students currently in year 8 will not have been exposed to the physical aspect of theatre, which can make creating theatre more challenging as they do have as many resources to fall back on.</p> <p>numbers for GCSE will no doubt be effected as the year has been mixed around, with practical elements of the subject removed for long periods of time.</p> <p>I am unable to measure an accurate level of success for the Pembroke Drama curriculum as it has been taught in such a disjointed manner, meaning that students haven't necessarily had the prior knowledge that is required.</p> <p>The curriculum plan has been developed to integrate the necessary skills and units at the earliest possible opportunity, with the curriculum returning to 'normal' in 2021-2022.</p>

		incorporate an element of practical tasks - these were kept to very short and simple activities.			
--	--	--	--	--	--