

**Scenario Planning – Curriculum and Student Support (Covid-19)**

<p><b>Subject(s)</b></p>	<p><b>Performing Arts and Music</b></p> <p><b>For further details, please contact:</b></p> <ul style="list-style-type: none"> <li>• <b>Lois Hinsley (Director of Curriculum)</b> <ul style="list-style-type: none"> <li>○ <a href="mailto:lois.hinsley@suffolkone.ac.uk">lois.hinsley@suffolkone.ac.uk</a></li> </ul> </li> </ul>
<p><b>Scenario</b></p>	<p><b>Strategies and solutions to support Teaching &amp; Learning</b></p>
<p>Student(s) are self-isolating</p>	<p><b>Curriculum arrangements within Performing Arts</b></p> <p>Student(s) join the live lesson on Teams and access it in one or more of the following way(s):</p> <ul style="list-style-type: none"> <li>• Remote students are active participants and contribute to either the 'chat' feature or by unmuting themselves on Teams during the lesson at suitable points. Teacher includes student(s) in questioning to check understanding and gives them opportunity to ask questions during the lesson.</li> <li>• Teacher starts off the lesson with all students together to introduce what they are going to be working on and is then on Teams for the duration of the lesson for 1:1 tutorials or to answer questions while students completed work on Teams. They then meet together again just before the end of the lesson.</li> <li>• For practical lessons (E.g. Dance) students will see the lesson on Teams and can join in with the practical element from home and learn the routines/take part in the practical work.</li> <li>• For group work in lessons students may join 'break out' rooms on Teams to work with others and the teacher 'drops in' to support them.</li> </ul> <p>Alongside one of the above options students complete tasks in lesson and homework electronically/remotely and submit on Teams/email/Blogs.</p> <p><b>IT platform</b></p> <ul style="list-style-type: none"> <li>• Microsoft Teams – live and for completing assignments/independent work</li> <li>• SharePoint</li> <li>• Blogger.com (For video/written blogs for vocational courses)</li> <li>• Students have Office Lens on their phones to be able to take pictures of their work and send it in to teachers to mark</li> </ul>
<p>The teacher is self-isolating</p>	<p><b>Curriculum arrangements</b></p> <p>Students 'attend' the lesson online, either onsite or offsite. Teacher delivers the live lesson on Teams from home at the scheduled time in one or more of the following way(s):</p> <ul style="list-style-type: none"> <li>• Students are active participants and contribute to either the 'chat' or by unmuting themselves on Teams during the lesson at suitable points. Teacher includes all the class on Teams in questioning to check understanding and gives them opportunity to ask questions during the lesson.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The teacher delivers the lesson and students are passive and listen/watch the lesson. If the teacher becomes unwell with Covid -19 and the teacher feels able to then the lesson is recorded on Teams for students to watch back on Stream or YouTube. If the teacher is too unwell to do this then they will send work for students to complete on Teams or via email.</li> <li>• Teacher starts off the lesson with all students together to introduce what they are going to be working on and is then on Teams for the duration of the lesson for 1:1 tutorials or to answer questions while students complete work on Teams or on blogger.</li> </ul> <p>Alongside the above options, students complete tasks in lesson and homework electronically/remotely and submit on Teams, email or blogger.</p> <p><b>IT platform</b></p> <ul style="list-style-type: none"> <li>• Microsoft Teams – live and for completing assignments/independent work</li> <li>• Emails – some staff prefer students emailing the work to them still</li> <li>• SharePoint – folders set up on SharePoint and work on there</li> <li>• OneDrive or blogger.com</li> <li>• Students have Office Lens on their phones to be able to take pictures of their work and send it in to teachers</li> </ul>
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