

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

<p>Subject(s)</p>	<p>A-level: Business Studies, Accounting, Economics BTEC: Business (Level 2 & 3)</p> <p>For further details please contact:</p> <ul style="list-style-type: none"> • Phil Page (Director of Curriculum) <ul style="list-style-type: none"> ○ phil.page@suffolkone.ac.uk
<p>Scenario</p>	<p>Strategies and solutions to support Teaching & Learning</p>
<p>Student(s) are self-isolating</p>	<p>Curriculum arrangements</p> <p>Student(s) join the live lesson on Teams and access it in one or more of the following way(s) – expectations will be specified by the teacher:</p> <ul style="list-style-type: none"> • Remote students are active participants and contribute either to 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. • Remote students are passive and listen/watch the lesson. For students unable to attend/are too ill then the lesson is recorded on Teams for them to watch back on Stream when they are able to. • 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. • 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. • Student is set work via Microsoft Teams to complete independently. <hr/> <p>IT platform</p> <ul style="list-style-type: none"> • Students who require a home loan laptop need to contact the LRC who will arrange for a device to be made available. • Microsoft Teams – live and for completing and submitting assignments/independent work • Google Meet and Classroom – live and for completing assignments/independent work • PowerPoint/Microsoft word/Excel/PDF • SharePoint
<p>Teacher(s) are self-isolating</p>	<p>Curriculum arrangements</p> <p>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"> • Students are active participants and contribute either to 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

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	<p>understanding and gives them opportunity to ask questions during the lesson.</p> <ul style="list-style-type: none"> • The teacher delivers the lesson and students are passive and listen/watch the lesson • 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. • Alongside the above options students complete tasks in lesson and homework electronically/remotely and submit on Teams <p>IT platform</p> <ul style="list-style-type: none"> • Microsoft Teams – live and for completing assignments/independent work • Google Meet and Classroom – live and for completing assignments/independent work • PowerPoint/Google Slides • Emails – some staff prefer students emailing the work to them still • SharePoint – folders set up on SharePoint and work on there • OneDrive • Students have Office Lens on their phones to be able to take pictures of their work and send it in to teachers
<p>The teacher is absent and is feeling unwell</p>	<p>CHE/LMN to make necessary arrangements to maintain the continuity of learning, these could include:</p> <ul style="list-style-type: none"> • Students working independently onsite with intermittent supervision. • Isolating teacher to provide student work if able. • Rotating teachers onsite to ensure that an individual class is not impacted unfairly.