

Tier 1 -4 arrangements - proposed website content - Ark Walworth Academy

Category	Tier 1	Tier 2	Tier 3	Tier 4	
Implications	<i>Schools fully open</i>		<i>Operating a rota system; priority groups (critical workers' and vulnerable children) to be offered full-time on-site education</i>	<i>Priority groups (critical workers' and vulnerable children) and selected year groups (determined by DfE) to be offered full-time on-site education</i>	
Measures					
School organisation	<p>Pupils organised into bubbles of 180 pupils. Sixth form functioning as one bubble of Y12/13 below maximum number limit of 240</p> <p>Breakfast club in place for all years from 7:45 – zoned in the dining hall. Study club in place for all years – different years in different rooms</p> <p>Each year group is housed in a zone with their own toilet facilities, entrance and exit arrangements,</p>		<p>Pupils grouped in A and B groups and organised into bubbles. Y7/8 = A/B classes, Y8, 9, 10, 11 by eng/ma groups and mixed options. Y12/13 by pathway.</p> <p>Siblings are in the same rota group to reduce risk of transmission and make it easier for families.</p> <p>Priority groups integrated into their rota groups when on site (when their group is rotaed to be at home, they will be kept separately from other pupils)</p>	<ul style="list-style-type: none"> • Priority groups formed as one bubble • Specific year groups organised into bubbles 	Priority groups formed as one bubble

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	and allocated lunch sitting.			
Rota system in place	N/A		Yes: one week on- one week off, excepting y11 and y13 which can reasonably be delivered to in keeping to roughly half school in attendance at one time.	N/A
Cleaning	Cleaning regime supplemented with additional cleaning taking place in accordance with Gov.uk guidance: covid-19-decontamination-in-non-healthcare-settings		Cleaning regime supplemented with additional cleaning taking place in accordance with Gov.uk guidance: covid-19-decontamination-in-non-healthcare-settings High touch areas addressed in between rota group attendance on site	Cleaning regime supplemented with additional cleaning taking place in accordance with Gov.uk guidance: covid-19-decontamination-in-non-healthcare-settings
Face coverings	Optional face coverings at all times (staff coverings to be transparent). Students move only within bubble		Face coverings to be worn by all students and staff in communal spaces and in instances where social distancing cannot be easily maintained. All staff and students have the	Face coverings to be worn by all students and staff in communal spaces and in instances where social distancing cannot be easily maintained with all staff and students having the option to keep masks on throughout the site.

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	zones with no crossing. Staff and students move at different times to each other, minimising contact.		option to wear masks in class.	instances where social distancing cannot be easily maintained. All staff and students have the option to wear masks in class.	
Remote learning	N/A		See appendix 2	See appendix 2	See appendix 2
Risk assessment	Reviewed weekly		Reviewed and revised if Tier restrictions change	Reviewed and revised if Tier restrictions change	Reviewed and revised if Tier restrictions change

Rapid School Closure Curriculum Response - Secondary

In the final weeks of last term and over the holidays, 52 Heads of Department have worked to develop the seven sets of Ark workbooks. At the same time, 9 Maths teachers have supported the production of the Oak National Academy resources which follow the Maths Mastery curriculum and use the same MM resources used in Ark classrooms.

Together these provide a strong set of resources for schools to base their curriculum response in the event of localised lockdowns or isolating bubbles.

SpArk – The Ark online portal for student independent working

While SpArk will take time to fully develop, we aim to have key links in place for September to support students in the event of school closure. For each year, each subject will provide topic related links to:

- Oak National Academy
- Seneca Learning ([instructions here on how to assign Seneca activities as MS Teams activity](#))
- BBCBitesize

Individual subjects have made further resources available on the site, documented below:

	SpArk		No Tech	Return to School
	Key support Tool	Other links		
Maths	Oak National	Hegarty Maths video tutorials and quizzes	<ul style="list-style-type: none"> • Download & print Oak resources • Download & print Eedi pre and post unit quizzes 	Teachers to use student progress data from Hegarty and Eedi to identify knowledge gaps that will be addressed during ‘do nows’ and as part of whole class re-teach where necessary.
Maths	Workbooks and Textbooks	Mathswatch video tutorials and quizzes	<ul style="list-style-type: none"> • 7-10 Workbookl. • 11-13 Textbooks and revision packs. 	Teachers to use student progress data from SMHWK and Mathswatch, or Teams lessons inputs. Gaps to be addressed during ‘do nows’ and as part of whole class re-teach where necessary.
Science	Workbook and Textbooks	Seneca video tutorials and quizzes	<ul style="list-style-type: none"> • 7-10 workbooks • 11-13 Textbooks and revision and packs. 	Teachers to use student progress data from SMHWK or SENECA, or Teams lessons inputs. Gaps to be addressed during ‘do nows’ and as part of whole class re-teach where necessary.
English	Workbook	<ul style="list-style-type: none"> - LitCharts - The British Library 	All workbooks have been written to be completed independently by students.	Teachers should review workbooks for gaps in student work to identify whole class or individual interventions.

Science	Workbook	Seneca video tutorials and quizzes		
Geography	Workbook (7-10) Text Books (11-13)	SMHW Seneca		
French	Workbook			
Spanish	Workbook			
Comp. Science	Workbook			
Music	Workbook	Rhinegold Education: Edexcel GCSE Music Revision book		
History	Workbook (7-10) Text Books (11-13)	SMHWK Seneca	All workbooks have been written to be completed independently by students.	Teachers should review workbooks for gaps in student work to identify whole class or individual interventions. SMHWK results to be analysed to identify knowledge gaps.
PE	SMHW (core PE) Workbooks (CN)	SMHWK	All workbooks have been written to be completed independently by students.	Teachers should review workbooks for gaps in student work to identify whole class or individual interventions.
Dance	SMHW (core Dance) Workbooks	SMHWK	All workbooks have been written to be completed independently by students.	Teachers should review workbooks for gaps in student work to identify whole class or individual interventions.

Knowledge Organisers

All year 7 and 8 students have been given a Knowledge Organiser booklet for each of the topics they study in the Autumn/Spring/Summer Term. They have been trained to use this in tutor time and can use it for revision and to support them when completing Show My Homework quizzes at home.

Recommendations for Using Workbooks

We would recommend workbooks are used as in-class (and at home) learning companion. It should be the main medium by which students capture and show their learning. Each workbook attempts to locate everything is in one place: classwork, homework, biweekly quizzes, revision etc. to make it easier to keep track of what has been mastered and what gaps still exist.

Teachers should make students continuously aware of the expectation for work output in the event of closure (or bubbles bursting).

Workbook completion in lockdown should be supplemented by the class teacher with:

- Clear indication of what work is to be completed on Show My Homework or MS Teams
- Weekly (or more regular) narrated PowerPoints / live lessons, or phone calls to guide the students through the workbooks at home