

21 May 2020

Dear Parent/Carer

As you will be aware, the government has asked schools to begin to plan to open for more students from early June. This is specifically for year 10 and 12 students in secondary schools.

We will, of course, continue to maintain our provision that we have offered since March to the children of critical workers and vulnerable children. These arrangements remain unchanged. We are already in contact with these parents.

My absolute priority moving forward is to ensure that we only open to more students if and when it is safe to do so. I am working with my team to carry out a robust risk assessment to inform my decision-making.

At this point, I would like to make it very clear that my expectation, in line with government guidance, is that this will be phased with very small numbers in the academy at any one time. This will be for year 10 (and 12) only for the summer term, alongside our critical worker and vulnerable children provision. All other year groups will continue with their online learning and will not be in school.

As your child is not in year 10 (or 12), online learning will continue to be the sole focus for their study. We will continue to seek to strengthen this online provision. To aid parents and carers Heads of Department have provided a summary of the curriculum Y9 students are following and extension opportunities. All students have Google Classroom logins and for those without internet access we have provided paper-based resources. We have shared a number of self-help videos via the Academy website and Twitter feed to support navigating Google Classrooms' completing the school work provided and submitting work to teachers.

Please find below an overview of the content for Year 9 for the remainder of this term. The subjects are broken down into their Core subjects (English/Maths/Science); their EBACC subjects (History, Geography, Languages or Computer Science) and their options subjects.

Y9 Online Curriculum

Core subjects - all students study English, Maths, Science, Core PE and Life (PSHE) and the online learning is compulsory for each subject.

Y9 English	Students are finishing their study of the Outwood Grange Anthology Poems . They will all be studying Robert Cormier's Heroes and Unseen Poetry . For extension work students are encouraged to do creative writing or review something they have seen or that they have read. Recently, The Queen's Commonwealth Essay competition was shared with all students via Twitter and in Google Classrooms; if students want more details they can message their teacher.
Y9 Maths	Y9 are currently studying Rounding and Estimation with the equivalent of 3 lessons set per week; each has a starter, learning activity and a summative quiz. Within the quizzes, videos are included and then there are questions for each student to answer. After half term students are continuing with this topic but will start problem-solving style questions. Extension work focuses on the ' MEMRI ' tasks on Hegarty Maths and ' Have A Go ' Maths competitions! Students can also join the ' Maths Masters ' classroom and try the stretch and challenge activities.
Y9 Science	All Y9 work is set via a Google form posted in student classrooms. A video is provided with learning facilitated by one of the OGAT Science Directors who delivers the session and then there are summative questions for your child to answer. Your child's class teachers will check the work and let your child know their marks. Students work on a rotation of biology, chemistry and physics each week. Extension tasks can be accessed via Educake where they can quiz on any subjects they have studied so far, or those which they are interested in. They are also welcome to go back to the earlier tasks and get creative making models, pictures, stories or poems about the topics we have studied and send these in to their teacher.
Life	Researching different charities and the work that they do to support people locally, nationally and internationally. Summer Term 2 moving onto Humanism. Extension tasks focus on world religions
Core PE	Core PE lessons focus on fitness, dance and yoga activities for students to complete on Google Classroom. Two sessions to be completed per week from any of the three areas.

EBACC Subjects - students follow different EBACC pathways and will study one, two or in some cases three of the following subjects. Please see relevant course/s for your child.

GCSE Geography	Y9 Geography students have just started a new topic on ' Rio - An Urban Case Study ' and then they will be moving onto ' Rivers ', exploring their features and researching 'what are their landforms/human uses?' All lessons are on Google Classrooms with links to GCSE Bite Size and the Oak National Academy. Extension task for Y9 currently focuses on a virtual river study.
GCSE History	Y9 History students are currently studying Medicine in Britain and should be completing the modern period shortly. Students will be moving onto the Western Front Historical Environment case study , examining the difficulties of treating illness and injury on the battlefields on WW1. Extension tasks are based around the completion of exam questions to push students skills and revision of Elizabethan England and Medicine in Britain, using BBC bitesize and the booklet given to students.
GCSE Languages	Y9 students are working on topics ' Travel and Tourism ' in their target language'. Extension tasks focus on revising key vocabulary using their own self-made flashcards, following the Leitner system (which can be easily found on the internet). Students are focussing in particular on the 'future and past tenses'. They have access to 'How To...' videos provided by Outwood teachers and Trust Directors. There are lots of creative opportunities within the Language classrooms including virtual tours of key locations from the target language they are studying and recipes to make at home.
GCSE Computer Science	Each week Y9 students receive a video lesson on a topic they have already studied this year, for the purpose of revision. They are set tasks that need to be handed in. Topics that are covered so far include data representation and binary conversions . Extension tasks include accessing Tenjin to compete in a weekly leaderboard to see who can answer the most questions correctly in a given week.

Guided Pathway Subjects - students follow different option pathways and will study one or two of the following subjects. Please see relevant course/s for your child.

GCSE Religious Studies	GCSE students have been continuing looking at Christian and Islam Practices linked to the GCSE content. In the Summer Term they will be moving onto Component 3: Themes starting with Relationships . All work can be accessed through Google classroom
GCSE Art and Design	Each teacher has set work that builds on the themes set in GCSE projects . Projects build on what students have remembered from their time in their GCSE class and in previous years. A variety of practical Art activities and / or research and questions on specific topics are provided once a week for students to complete on paper, in their sketch pads or on Google Classroom. Each week the students are provided with Google Classroom slides containing information, tasks and any additional support where necessary. Extension tasks are provided in individual Art classrooms including the Outwood Google Gallery challenge.

GCSE Dance	Y9 Dance students are researching and studying different styles of dance. Project 1 A Linha Curva - Project 2 Shadows - Project 3 Emancipation of Expressionism. Students extension work focuses on keeping active, body work and yoga.
GCSE Music	Y9 Music students are working in Unit 1 - Performance : Regularly practising their performance pieces and seeking advice when needed from staff. Unit 3 Appraising : Focus on elements of music and listening skills to strengthen musical vocabulary through extended writing questions. Extension work focuses on Unit 2 Composition: students could be writing songs and or lyrics to support composition skills ready for when we return.
Technical Award in Performing Arts, Drama	Y9 students are working on understanding different acting styles - Blood Brothers research work . They also have revision tasks focussing on Theatre in Education . They are also provided with regular quiz tasks to test these revision tasks. Teacher questions via Google Classroom to encourage students to think about and respond to live theatre. Extension work focuses on Reviewing Live Theatre - Questions added via google classroom
Cambridge National Certificate in Child Development	Y9 students are studying Unit 2 - Antenatal care. Health Care Professionals, Antenatal Testing, Diagnostic Testing , Where to give birth, Stages of labour, Interventions and Pain Relief. Extension: Watch an episode of One Born Every Minute. Revise Unit 1 - Reproduction.
GCSE Textiles	Y9 students are completing a Textures Project - Primary and Secondary research on Textures . Students must produce a mind map, take photos of natural and man-made textures, produce a moodboard on textures and create direct observations of textures. Extension tasks focus on creating rubbings of different textures whilst out walking. E.g. tree bark, manhole cover, brickwork.
Vocational Award in Hospitality and Catering	Y9 students are working on learning outcome 4 - know how food can cause ill health . Students are working on a two week project on 'Food related causes of ill health' . Students will then complete exam questions on the role and responsibilities of EHO , Food safety legislation and common types of food poisoning and symptoms of food induced ill-health. Extension: Watch an episode of The Food Inspectors and write about what they have learned.
Technical Award in Engineering	Y9 Engineering students are completing the 60 day revision challenge . Research polymers, create a fact sheet on at least four polymers, include the properties of the polymer and a common use for it. Also research hand tools used in the workshop. Include images and state what they are used for. Extension tasks : Students can watch the videos and make additional notes on Polymers using the following address, https://www.bbc.co.uk/bitesize/guides/zf848mn/revision/1

BTEC Sports Science	Y9 Sports Science students are working on RO45 - LO1 - Research task on the nutrition - what are the 7 nutrients, what are they found in and how do they benefit the body and then moving onto RO42 - LO4 - Complete a 6 week training diary for a weakness based on the fitness test results from LO3. Extension work: create a poster/information sheet on a training method used to improve a specific component of fitness , e.g, Plyometric training to improve power. What is it? What equipment is needed? What are the benefits? Give an example of a training session.
GCSE DT Graphics	Y9 Graphics students are working on Unit 1 - New and Emerging Technologies Revision students to work through the google slides and then complete the questions. They are then moving onto Unit 2- Energy Revision Topics include Generate energy. Energy Storage, Modern Materials 3 and Smart Materials. Students have low stakes starter activities to complete 0.1 and 0.2. Students have also been set a drawing task to help prepare them for the coursework, these include one point and two point perspective, letter styles and letter enhancements. Extension work: New and Emerging Technologies: Watch the videos and read the information and then complete the worksheet on the BBC bitesize. https://www.bbc.co.uk/bitesize/articles/zrkj7nb Students can also find architectural doodles and realistic textures work in the school closure section of google classroom to complete.
Cambridge National Certificate in iMedia	Y9 students are being provided with revision work through Google Classroom for a unit that will be examined next year focused on media pre-production . They will need to use pre-production skills to create and think about media tools such as mind maps and storyboards. Extension work focuses on Students can look at coursework they have completed earlier in the year and think about how they can improve what they have produced.

Trying to maintain a sense of normality is a challenge and to address this the Academy has created two additional classrooms to support students. Firstly, the virtual VMG Programme has been established to provide the pastoral programme students would normally follow within the Academy.. Within the VMG Programme classroom, students can watch weekly assemblies (eg ‘Good News’; ‘VE Day Celebrations’; ‘National Share a Story Month’) and complete a VMG activity; explore Careers of the Week; links to the Virtual Experience; and follow Current Affairs and the News Fix. As a polite reminder, all students should be completing the **VMG Student Check-In** each week which helps us to monitor how they are coping during the Academy closure. A new questionnaire is posted each Monday and where needed interventions are provided by either the VMG, Learning Manager or member of SLT.

Secondly, students can access the KS3 or KS4 Mindfulness Classroom. The classroom provides a wide range of resources, ideas and interventions for students to help manage mental health and well-being. In this classroom, students can access support from the Academy’s Health and Well-being Practitioners, Ispace, who post daily mindfulness and self-care strategies. In addition, we have marked ‘Mental Health Awareness Week’ within both the VMG and Mindfulness classrooms as well as on our Twitter feed. The national focus has been on ‘Kindness’ and we have been overwhelmed with students’ response to ‘Thank A Teacher’ where over 500 individual nominations have been posted for staff. Students have also submitted poems, art, photographs of how they are marking ‘Clap for NHS Carers’ as well as recipes they have made at home.

We have no further details yet with regard to increasing our provision for years 7, 8 and 9 but I would like to reiterate that I will operate in line with the government guidance and I will only open the academy to more students if and when it is safe to do so. However, it is important to note that students in years 7, 8 and 9 (other than children of critical workers vulnerable children) are **still not required** to attend the academy for the foreseeable future. I will of course write to you when decisions are made regarding this.

In these unprecedented times, where we have all had to learn and work in different ways, I would like to thank you for your amazing support with your child's online learning and for the encouragement you have given your child to continue to learn online. Please continue to do this. It makes a great difference.

In the meantime, if you have any questions or concerns, please do get in touch via the 'Contact Us' section of the website. Although your child may not be attending the academy, we are still very keen to support families where we can.

Yours faithfully

A handwritten signature in black ink, appearing to read 'B. Kelly', with a stylized flourish at the end.

Brian Kelly
Principal