

	SEDD Session Planner Overview:	Delivered by (staff name and school):	Start time:	Finish time:
<p>SEDD 1 25th September Friday</p>	<p>Transition across KS2- KS3 & KS4 – Lucy Hunter KS3 English Lead. Remote, virtual learning</p> <p>Introduction to Shakespeare - KS3. <u>Macbeth</u> -Drama based activity and close textual analysis – approaches to teaching the scene (Year 7.) How to confront held ideas around accessibility in Shakespeare. SMART opening activity – recall.</p> <p>Social context –James I, Elizabethan society. Build accessibility through soc/historical understanding. Macbeth I.I. Macbeth <i>'I have given suck...'</i> as a power struggle.</p> <p>Paired work – plan a KS3 lesson based on the witches, with a focus on scene I.I. AFL built into planning as well as marking and feedback.</p> <p>KS3 Poetry - <i>Island Man</i> - lesson plan (SMSC)</p> <p>Focus on structure and how the text can be used to explore notions of cultural identity. SMSC and British values around tolerance of other cultures. Questioning the Hinge concepts – the poet’s use of sound and colour</p> <p>KS3 formative/summative assessment. Questioning for assessment and to challenge – teaching to the top. Numeracy in format and structure of the poem.</p>	<p>Peter Halliday</p> <p>Shotton Hall Academy</p>	<p>9.00</p>	<p>16.00</p>
<p>SEDD 2 30th September Wednesday</p>	<p>KS4 – Lang & Gothic Fiction. <i>'A Christmas Carol.'</i> Remote, virtual learning. SMART opening activity – recall.</p> <p>Analysis of Marley’s first appearance. Plan lesson with focus on genre conventions and descriptive writing; viewpoint & perspective in essay writing. C Dickens’ life and society – the prison system - linking to his life, his father – SMSC. SMSC also around the character of Scrooge. Questioning the Hinge concept, Dickens’ use of sound and colour to explore aspects of Gothic tropes.</p> <p><u>The Literary Canon</u> – how it informs KS3 & 4.</p> <p>KS4 – Lang & Gothic Fiction. <i>'Great Expectations.'</i> Close textual analysis of the opening chapter... Plan lesson on one of the studied texts, with a focus on genre conventions and descriptive writing; viewpoint & perspective in essay writing. Link to Miss Havisham – C A Duffy.</p> <p>Interleaving skills through questioning the Hinge concept, Dickens’ use of sound and colour to further explore aspects of Gothic tropes.</p>	<p>Peter Halliday</p> <p>Shotton Hall Academy</p>	<p>9.00</p>	<p>16.00</p>

<p>SEDD 3 12th October Monday</p>	<p>Transition from KS2 - 3 - 4. English Language. Remote, virtual learning</p> <p>Linking Language AOs to key skills across the key stages. Progression from KS3 to KS4 skills-based work. Close text analysis, with awareness of the exam mark scheme. End focus on Paper 1 of the AQA Language paper. How to build in challenge – teaching to the top into planning.</p> <p>Planned power point delivery on chosen aspect of the Language paper. GCSE Marking and feedback. Effective modelling with AFL built into planning. KS3 formative/summative assessment. Use of WAGOLLS. Planning for effective KS3 homework.</p> <p>KS4 – poetry Cluster – useful websites, apps used to support online teaching – NATE Marking and feedback at GCSE. Numeracy in format and structure of the poem. Homework opportunities.</p>	<p>Simon Collins Easington Academy.</p>	<p>9.00</p>	<p>16.00</p>
<p>SEDD 4 21st October Wednesday</p>	<p>Prose- ‘Of Mice & Men’ – KS3. Plan for the analysis of theme/character & the author’s use of language devices in the novel. SMART opening activity – recall. Social context – author’s life. 30s American – Great Depression/Dust Bowl/ itinerant workers. Religious symbolism Morte D’Arthur, the Holy Grail, the Odyssey, the Bible & Rousseau. RACE issues around Crooks – SMSC and British values of tolerance. Lesson planning around theme/character. KS3 formative/summative assessment. Use of WAGOLLS and modelling, linked to differentiation .</p> <p>KS3 Poetry – Search For My Tongue. Analysis of structure. Social context. Accessibility of a text through difficult language. Paired planning in one hour (how to achieve this speeding up of the process) to be shared with the group. Evaluation through discussion of each approach. KS3 formative/summative assessment. Questioning for assessment and to challenge – teaching to the top. Planning activities to support and open up understanding of texts for SEND pupils. Numeracy in format and structure of the poem (spacing and interleaving of this skill.)</p> <p>KS3 – Literary Canon - Chaucer – the opening section of the General Prologue. Interview training – subject specific slant – planning, questions and expectations.</p>	<p>Peter Halliday Shotton Hall Academy</p>	<p>9.00</p>	<p>16.00</p>

<p>SEDD 5 4th November Wednesday</p>	<p>KS5, A level Literature – Othello, Great Gatsby. Gothic Lit at KS3 & 4. The analysis of a key section of a Gothic text, looking at the conventions and tropes of this genre of writing. The structure and marking of the GCSE English Literature Paper 1 & 2. Marking and feedback in your subject: model how to do this effectively. Subject specific AFL strategies built into planning. Paired planning activities to support and open up understanding of texts for SEND pupils. The structure and marking of GCSE Language paper 2. Planning for effective KS4 homework.</p> <p>KS5, A Level English Language, KS4 – Literature. Social/historical context and close text analysis of theme and character in An Inspector Calls . SMSC around the theme of tolerance and social care. How to build in challenge – teaching to the top into planning and how to plan for misconceptions around text accessibility. Marking and feedback in your subject: model how to do this effectively. Subject specific AFL strategies. Paired work – plan a lesson based on the play.</p> <p>The structure and marking GCSE Language paper 2. GCSE Marking and feedback. Effective modelling. Planning for effective KS4 homework.</p>	<p>Fionn Oakes Ashleigh Dewell</p> <p>The Hermitage Academy</p>	<p>9.00</p>	<p>16.00</p>
<p>SEDD 6 9th November Monday</p>	<p>KS3 Language skills - descriptive writing & teaching reading, to explore the vocabulary gap and how to develop cultural capital. KS3 formative/summative assessment. Use of WAGOLLS. Planning activities to support SEND pupils.</p> <p>Ks4 Poetry Cluster – War and Conflict – thematic overview, then comparative work on two poems – Preludes & Ozymandias linking this to exam gradings. How to build in challenge – teaching to the top into lesson planning, linking to the GCSE specification requirements. Interleaving and spacing. Numeracy in format and structure of the poem (spacing and interleaving of this skill.) Texts laced with SMSC. Cover useful websites, apps used to support online teaching. GCSE Marking and feedback. Effective modelling. Paired work – plan a comparative lesson based on the two poems.</p>	<p>Lisa Herbertson</p> <p>Bedlington Academy</p>	<p>9.00</p>	<p>16.00</p>

<p>SEDD 7 1st February Monday</p>	<p>KS4 Literature – A Christmas Carol & An Inspector Calls - Biblical allegory/allusion in both texts. Retrieval and spacing built around the text. This will look at intertextuality and build cultural capital in pupils. SMSC around the character of Scrooge. Useful websites, apps used to support online teaching and to further development of culture capital. Close textual analysis on passages taken from both texts. Interleaving and spacing through literary text and SMART activity.</p>	<p>Emily Ord Ashington Academy</p>	<p>9.00</p>	<p>16.00</p>
<p>SEDD 8 12th March Friday</p>	<p>Drama Based Skills –KS3 & 4. Joint training with Drama Trainees - Key Drama skills. SMART opening activity – recall - Macbeth. 'R & J.' explore a range of drama activities-techniques, looking at how they can be used to analyse character and theme. Look at how to organise a classroom, or a space, to deliver drama-based activities, to open up a play and how to develop performance through notes given to pupils – formative assessment. Health & Safety considerations. Drama Based Skills –KS3 & 4 joint training with Drama Trainees - Key Drama skills. 'R & J.' Paired work. Create a lesson plan build around a range of drama activities, to analyse Juliet's character.</p>	<p>Peter Halliday Judith Cook Shotton Hall Academy</p>	<p>9.00</p>	<p>16.00</p>
<p>SEDD 9 19th March Friday</p>	<p>Media Studies – KS3 & 4. Key Concepts and key Theories - Analysis of still and moving image. Explore -Denotation Connotation; Representation; Audience and Media Industries. Link to descriptive writing – the senses – Language KS3 & 4 recall through SMART opening activity – recall. SMSC and British values around ethnicity in representation in visual texts. Critical thinking – Bechdel Test and Geena Davis theories around gender in media, the Institute on Gender in Media. KS3 & 4. Photographic theories. Critical thinking – Robert Capa, Magnum film and golden triangle/ rule of three theory. <i>Storm on the Island</i> text analyse - prepare a lesson plan & the accompanying resources – timed, one hour. KS3 use of questioning to enhance formative/summative assessment of understanding and confirmed hinge concepts. Use of WAGOLLS.</p>	<p>Peter Halliday Shotton Hall Academy</p>	<p>9.00</p>	<p>16.00</p>

<p>SEDD 10 30th April Friday</p>	<p>KS3 & 4 Poetry – I W War Poetry: methods of teaching social context -case study of a soldier and local village memorials, to put a face to the dead. Look at how this can be linked to the pupils’ lives – SMSC. The importance of social understanding to give accessibility to the content of the texts Numeracy in format and structure of the poem (spacing and interleaving of this skill.)</p> <p>Explore various methods of using media to enhance understanding and access of texts and themes within English and Literature. Planning for effective KS3 and 4 homework.</p> <p>KS3 & 4 Poetry - Analysis – varied S Sassoon; Wilfred Owen - <i>Dulce et Decorum Est; the Send Off; Futility</i>. R S Thomas <i>At the Team’s Head Brass</i>. Carol Ann Duffy <i>Last Post</i>. Creative ideas generated by group discussion work around how the texts can be taught. Marking and feedback in your subject: model how to do this effectively. Subject specific AFL strategies. Interleaving skills through questioning the Hinge concepts, of the differing poetic style – Sassoon /Owen – their individual take on the overall focus. Numeracy in format and structure of the poem (spacing and interleaving of this skill.)</p>	<p>Peter Halliday Shotton Hall Academy</p>	<p>9.00</p>	<p>16.00</p>
--	--	--	-------------	--------------