



An Active Learning Trust School

## Year 8 Curriculum



The *Active Learning* Trust

## Subject: English

### **Introduction:**

In Key Stage 3, English courses revolve around reading a variety of novels, plays and poetry to challenge our students and ensure they have base skills and context required to successfully tackle the new curriculum for GCSE English. In our department, we directly focus on vocabulary and grammar by dedicating lessons on our schedule to improve those skills.

### **Course Content:**

#### **Non-Fiction/Media**

Students will analyse a variety of media pieces, such as documentaries, magazines and news articles, to improve their understanding and awareness of the impact of media on their lives and society. By the end of this unit, students will answer an exam style question where they compare two articles and discuss conventions.

#### **Pre-19<sup>th</sup> Century Novel Study – A Christmas Carol**

Students will dive into the iconic tale of *A Christmas Carol* and discuss the context and ideas surrounding the piece. Students will then look at class representations and analyse the motivations of different characters. For the assessment piece, they will complete an exam style question via a closed book whole text question.

#### **Genre Study: Gothic Horror – Frankenstein**

Students will explore the world of Gothic Horror literature by engaging with one of its greatest pieces: *Frankenstein*. Students will be expected to analyse the genre and understand the uses of language and techniques to convey meaning and terror. To assess learning, students will be completing an exam style task where they creatively write their own gothic horror piece.

#### **Argumentative Writing – Speeches and Advertisements**

Students will engage with the world of rhetoric by analysing the efficacy of famous speeches and current media advertisement trends. Students will be expected to master a variety of rhetorical devices and by the end of the unit, they will produce their own speeches to present as preparation for their speaking and listening components of the English GCSE.

#### **Shakespeare – Much Ado About Nothing**

The Bard's beloved tale of love, betrayal and triumph will be the focus of our Year 8 curriculum. Students will comment on the structure of Shakespeare's comedies and identify the writing techniques used in the piece. By the end of the unit, students will answer an exam style closed book question about the whole text.

#### **Varieties of English – Poetry Study**

Students will explore the world of poetry through a selection of modernist, post-modernist and contemporary pieces. Students will be expected to comment on the structure and language devices used within these poems. Their culminating task will be to compare two previously unseen poems, just as they would on an exam.

**Learning Activities and Teaching Approaches:**

Students will create different media presentations throughout Year 7. They will complete multiple stories and poems of their own creation and analyse the works of their favourite performers. Students will put on performances of their own and complete writing tasks that prepare them for their GCSE's.

**Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

**Support:**

Beyond the support of Teaching Assistants and classroom technology, the English department provides a variety of scaffolds, writing frames and intervention for our students to feel successful while building both skills and confidence. We also supply reading recovery lessons for students to boost them to a place where they can achieve in the exams.

**Extra-curricular Opportunities**

Between the reading clubs available and leadership positions in the classroom, the English Department offers ways for students to take charge of language mastery and promotes being a well-rounded learner.

## Subject: Maths

### **Introduction:**

In Year 8, Students learn GCSE Higher topics to ensure that they will complete full Higher GCSE papers by Year 11. Students will be following AQA Maths GCSE. The assessment will be purely exam based.

### **Course Content:**

Students will study a range of topics including; recurring decimals to fractions, upper and lower bounds, iteration processes, re-arranging difficult formulae, exponential functions, circles and trigonometry.

### **Learning Activities and Teaching Approaches:**

Students will learn all the methods for the above topics and will apply them to Exam questions. Students will also enhance their understanding by taking part in Functional skills Projects in Maths.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students are supported in very possible way in Academy. Students are provided useful resources to aid their learning. Students are supported by Teachers as well as Teaching Assistants in classrooms. Students are also offered lunchtime support clubs and afterschool homework clubs.

### **Extra-curricular Opportunities**

All students will be taking part in the Functional Maths project taking place in the last few weeks of the term. Students will be expected to prepare a project which will enhance the use of Maths in real life.

## Subject: Science

### **Introduction:**

Year 8 develops the knowledge which students gain at year 7. It follows the same structure of many short topics in the key principles of biology, chemistry and physics.

### **Course Content:**

Biology: food, digestion, fitness, health and microbes.

Chemistry: atoms, elements, compounds, mixtures and separation techniques.

Physics: forces, sound and light.

### **Learning Activities and Teaching Approaches:**

Students will experience a wide range of learning activities in science, where possible practical work is used to support the theory. Students also have opportunity to apply their numeracy and literacy skills to science based tasks.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students can access support throughout the academic year from their class teachers and when appropriate students may be offered intervention to help them progress.

## Subject: Art & Design

### **Introduction:**

Students in Year 8 follow a diagnostic Scheme of Learning to ensure a basic level of skill. Students will use sketchbooks which will build during the year into the first part of a GCSE portfolio. Each topic begins with Recording real things and Developing understanding through the study of other artists and cultures. Students then begin to explore by refining and experimenting with materials and finally, presenting a final resolved piece which brings together all the research, investigation and development in a meaningful and creative way.

### **Course Content:**

Term 1 Change of Scale

We begin by looking at the Key Elements of Line and Tone and the work of Mark Catesby and Margaret Mee.

Term 2 Cultural Identity

We then move on to study the work of Canadian Totem poles and folk art and their use of symbolism and colour.

Term 3 Viewpoints

The final term focuses on the work of Pablo Picasso and the Cubists to develop an awareness of Composition, Space and Form.

### **Learning Activities and Teaching Approaches:**

Although the importance of drawing is always emphasised students will work in a variety of materials and explore a range of techniques from collage, clay work, printing and painting.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students are taught in classes but our emphasis is always on the individual and their own ideas, plans and creativity.

If problems become apparent parents will be contacted about concerns and progress, often by email to give detailed feedback and work to be completed. Sketchbooks and final pieces can be brought to parents evening.

### **Extra-curricular Opportunities:**

All work can be extended, refined and developed beyond expected levels. The Key St 3 art club can be used by students to re-do work or to develop their skills. We run an Arts Award session after school which can be an excellent way to build confidence and develop skills.

## Subject: Computing

### **Introduction:**

Year 8 continues to give students key skills in the expanding Computing curriculum. Pupils will experience both ICT and Computer Science strands of the new curriculum developing new skills and enhancing those learnt at Primary School and in Year 7 at Neale-Wade Academy.

### **Course Content:**

- Python (Programming)
- Computing Theory
- Data Representation
- Project Management
- HTML and Web Design
- App Gaming (Construct2)

### **Learning Activities and Teaching Approaches:**

We aim to accelerate pupil progress and a love of Computing through active and engaging lessons. Every lesson is centred on key objectives and pupils can monitor their own progress throughout leading to independent learning and self-motivation.

Pupils develop their knowledge and understanding using a range of techniques including group work, practical task and written work.

Pupils will use resource both online, cloud based and more traditional methods such as worksheets. The department prides itself on using the latest technology and resources for teaching to make our learners successful in an ever changing digital age.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Support and Extra-curricular Opportunities are made available through a "Computing Club" run on a Thursday evening. This is a club open to anyone who wants to improve their Computing skills although pupils may be directed to this if additional intervention is required.

## Subject: Design Technology

### **Introduction:**

Students experience a carousel of activities covering the theory and practical aspects of working with woods, metals, plastics, systems and control, food products and drawing techniques in more detail than in year 7 with a greater element of design added.

### **Course Content:**

**CAD box** – Students use a 2D and a 3D CAD program to create a virtual box and learn about various computer aided manufacture techniques.

**Tea light** – Students create a tea light using wood and learn about marking out, cutting and finishing techniques when using woods.

**Engineering note holder** - Students create a note holder from aluminium and learn about marking out, cutting and finishing techniques when using metal.

**Food** – The focus in year 8 is the functions and properties of ingredients. Practical projects in this course are pancakes, omelettes, scones, rockbuns, fairy cakes and a seasonal treat.

**Corporate identity** – Students design and make a chocolate box with their own logo using CAD and hand drawn graphics techniques.

**Sustainability** – Students learn about the six R's of sustainability, moral and ethical aspects of designing and create an electronic device pouch using plastic bag fusing techniques.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## Subject: Drama

### **Introduction:**

The aim of Drama lessons in year 8 is to work on their Naturalism. This will include creating Naturalistic Drama and working in particular on creating, performing and sustaining in performance naturalistic characters. They will learn some of the Medium of Drama too, like stage make-up and set design. They will also learn how to do more detailed evaluations on work done and seen.

### **Course Content:**

Year 8 – Naturalism ; Detectives ; Performance Support ; Runaways ; Medieval ; Radio Plays.

### **Learning Activities and Teaching Approaches:**

In all years the work of students in Drama involves them working together to create at least one performance per topic, sometimes one per lesson. They will have the opportunity to write scripts for their work too. The students will then have time in groups, or in Year 8 some work is done on their own, to rehearse the scenes or plays created. This will involve them working on specific elements in each topic, for example one might involve looking at focussing the audience's attention whereas the next might be concentrating on the use of space. Once rehearsals are completed, the students then perform their work. Sometimes this is to the whole class, sometimes to some of the class and sometimes to just one other group. This work is then often written about in the form of an evaluation.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

In Drama the students are given 3 grades per topic. One is for their creation of work (AO1), one is for their performing of work (AO2) and the other is for their written work (AO3).

### **Extra-curricular Opportunities:**

There is a school play that is open to all year groups for children to take part in.

## Subject: French

### **Introduction:**

In Year 8, all students are prepared for the newly reformed GCSE examinations, which include spontaneous speaking, transactional conversation, reading from a range of texts (including literature), writing and translation. Students are expected to develop their language skills to the point where they are able to function in the classroom exclusively in the target language.

### **Course Content:**

Family and jobs, weather expressions, sports, meal times and eating out, holidays and tourist information, past tense reports and future plans.

Throughout the year, students will be expected to conduct transactional role-plays, to compose short paragraphs from pre-learnt material, translate short extracts of target language (including literary texts) and to conduct short conversations of approximately 3 minutes on a range of familiar topics.

### **Learning Activities and Teaching Approaches:**

A variety of teaching and learning methods are used, including: Interactive whiteboard activities, mini whiteboards, question and answer, peer assessment, role play, video and sound recordings, listening exercises, reading from a range of texts (including literature in the target language), translation and language games.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning.

Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools. All assessments are taken from past GCSE exam papers.

### **Support:**

Support material is available through the school's VLE website: [www.nwvle.net](http://www.nwvle.net)

All students have access to Linguascope and VocabExpress; both provide study materials for revision and independent learning. The teacher will provide the required Username and Password for each of these sites.

### **Extra-curricular Opportunities:**

Where there is sufficient interest and demand, a day-trip, an exchange programme or a residential visit may be offered to students. Students may wish to participate in Languages Leaders, learning how to teach a foreign language to others and participating in Primary School visits to present lessons.

# Subject: Geography

## **Introduction:**

Geography is about people, places and the environment.

- People - where people live, how they live, and how they interact with their environment
- Places – what different places are like, how and why they are changing, and how they can be looked after for the future
- Environment – what processes are taking place in our environment, why our environment needs to be looked after, and how it can be managed.

In Year 8 Geography the focus is on introducing the range of topics which lead towards the GCSE course as part of the Mastery curriculum.

## **Course Content:**

Topics studied in Year 8 are as follows:

- Geographical skills –developing atlas and mapwork skills, and skills of presenting data
- Coasts – introducing coastal landscapes, and the physical processes which shape them
- Tourism – introducing the tourist industry and the effects of tourism on different places
- Urban Geography – an introduction to the growth of cities and the effects of the growth in different areas
- Natural Hazards – introducing the causes and effects of volcanoes and earthquakes
- Energy – where does our energy come from?

## **Learning Activities and Teaching Approaches:**

Students will undertake a wide range of activities during lessons. These will include:

- A range of written activities, including descriptions and explanations, reports, and newspaper articles
- Responding to various sources including maps, photographs, and video clips
- Presenting information via maps and graphs,
- Group work and decision making activities

## **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## **Support:**

In some groups some students work with a teaching assistant to support them during lessons. Additional support outside of lessons can also be offered as appropriate. Speaking Tests are designed to support learning by providing a core of knowledge for each topic studied.

## Subject: History

### **Introduction:**

During Year 8 pupils strengthen the key skills vital to studying History. We use a topic based approach to develop the pupils' understanding of the chronology of British and World History and answer Historical enquiries about the past. Pupils investigate cause, consequence, change and continuity within British society and the significance of key historical events such as the impact of the Reformation, the English Civil War, regicide and the republic that followed. The investigation of the Reformation, English Civil War and changes in Stuart London enable students to begin to examine the foundation of British culture and the cultural, ethnic and religious diversity that is evident in Britain's heritage. It helps pupils to develop their understanding of the political and religious systems that we have in place today. Pupils examine sources and enhance their source skills as they develop their analytical and interpretation skills. At the core of each lesson is development of enabling students to effectively use evidence and communicate about the past.

### **Course Content:**

- Why was there a Reformation in England?
- How successfully did Elizabeth I deal with her problems?
- Why was there a Civil War in England?
- Was Oliver Cromwell a hero or a villain?
- How far did life in Stuart London change?

### **Learning Activities and Teaching Approaches:**

We stimulate pupils' love of learning and History through active and engaging lessons. Every lesson is centred on a key enquiry question that the pupils spend the lesson investigating. Pupils develop their knowledge and understanding of the past using a range of techniques including group work, play dough, living diagrams and written work. Pupils analyse and investigate sources to broaden their knowledge of the past. Through source analysis of primary and secondary sources pupils develop their enquiring minds and prepare themselves for a future where they are able to think critically about information they have been given. Pupils mature their writing styles with particular focus on utilising historical vocabulary and broadening their terms of expression. There are opportunities for a collaborative approach to improving their written language through peer assessment and developing answers together. The History department strives to advance pupils' analytical and critical abilities so that they progress as independent learners and young adults.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. The assessments focus on source analysis as well as the selection and application of recalled knowledge to answer exam questions.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

## Subject: Music

### **Introduction:**

The second year of the music mastery curriculum builds on the GCSE Assessment Objectives used in year 7. The three Assessment Objectives are:

- Performing skills: performing/realising with technical control, expression and interpretation.
- Composing skills: creating and developing musical ideas with technical control and coherence.
- Listening and appraising skills: analysing and evaluating music using musical terminology.

Music is a practical course which aims to introduce as many skills as possible which can be developed in subsequent years. Lessons are mainly practical, focussing on performing, composing and listening skills.

### **Course Content:**

We look at the elements of music through the following topic areas:

- Elements of music (Music and Adverts)
- Ensemble work (Ukuleles)
- Keyboards (The Blues)
- Composing (Music and War)
- Chords (Modern Popular Music)
- World Music (Djembe)

These topics allow students to explore the sounds of different instruments and learn to play more complicated pieces.

### **Learning Activities and Teaching Approaches:**

Practical activities are at the heart of music lessons. Students will be involved in individual, paired and group tasks, they work together to create at least one performance per topic, sometimes one per lesson. Students are encouraged to evaluate their own and other's work.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

### **Support:**

Students are taught in classes and our emphasis is always on creativity and participation. If problems become apparent parents will be contacted about concerns and progress, often by email to give detailed feedback and work to be completed. Books will be brought to parent's evening.

### **Extra-curricular Opportunities:**

Opportunities to extend musical understanding are available through our extra-curricular ensembles: Woodwind, Brass, Strings and Jam session (for guitars, drums and piano). We also have an Academy Choir, Orchestra and Concert Band. Students wishing to learn a particular instrument can talk to any of the music department for further information.

## Subject: PSHE

### **Introduction:**

Year 8 PSHE has three strands which pupils study over the course of their first year:

Strand A 'Crime and Punishment'.

Strand B 'Personal Safety'.

Strand C 'Politics'.

### **Course Content:**

Crime/The Law and the Courts/Tolerance/Abuse/Internet safety/Drugs/Mental Health/Politics.

### **Learning Activities and Teaching Approaches:**

Pupils learn and undertake activities to achieve the curriculum aims for all young people to become successful learners. By making the learning varied and enjoyable with hands on activities scope is provided for pupils to identify their own values, beliefs and opinions on the various topics discussed. This enables pupils to make progress and achieve confidence, to be able to have safe, healthy and fulfilling lives, and become more responsible citizens to enable them to make a positive contribution to society. This focus allows pupils to analyse and evaluate their strengths and weaknesses.

### **Assessment and Mastery:**

Students are formally assessed once every term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic along with developing their own opinion and recognising that other peoples' opinion matter. Again the results are reported on Go4Schools.

### **Support:**

In some groups pupils have been provided with an LSA to support them during lessons. The option of one on one learning outside of lessons during PPA's and/or lunchtimes can be offered. Support is also provided within the homework as pupils are able to develop their knowledge and opinions.

### **Extra-curricular Opportunities:**

Pupils are encouraged to participate in the various activities provided around and outside of school in order to help them make a difference to their environment.

Campaigns – make your own political party.

Police and outside visitors regarding Drugs and Crime.

## Subject: Physical Education

### **Introduction:**

Physical Education is a practical subject with an emphasis on physical activity levels. Pupils will be assessed on both their practical performance as well as their theoretical knowledge in a number of areas.

### **Course Content:**

**Dance** – to include a range of dance styles as well as a focus on choreography, self-reflection and self-assessment. **Gymnastics** – students will focus on vaulting during this block, with the opportunity to include some floor work and flight. A focus will be on technique and self-improvement. **Games** – a range of games will be covered with a focus on overcoming an opponent. Games will include invasion games (i.e. football and netball), striking and fielding (i.e. cricket and rounders) and net / wall games (i.e. badminton and table tennis). An emphasis will be placed on tactics, strategies and team work in these games. **Healthy active lifestyles** – pupils will learn how to lead a healthy active lifestyle, there will be a focus on different methods of training with pupils working inside and outside. Student will learn about the health benefits of physical activity. **Problem solving / team building** – to include a range of activities with a focus on encouraging team work, building trust and developing skills to solve problems. **Athletics** – a range of running, throwing and jumping activities will be covered with a focus on both individual and team performance. There will be an emphasis on self-evaluation and improvement throughout this topic. **Inter-form** – all pupils will be given the opportunity to take part in competitive sport in a non-threatening environment with their peers.

### **Learning Activities and Teaching Approaches:**

An emphasis will be placed on physical activity levels throughout KS3 physical education. There will be aspects of theory covered relating to knowledge of the sports, methods of fitness and application of the rules. Pupils will be given the opportunity to take on different roles other than performer, these will include coach, umpire and manager. All of these roles will be covered through the use of a sport education teaching approach in some units.

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools. In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.

**Support:** Throughout physical education there are a number of support mechanisms in place to enable all pupils to achieve. Initially the groups are setted so that pupils are working with others of a similar ability to allow each lesson to be tailored to their needs.

### **Extra-curricular Opportunities:**

Over the year a range of activities are covered in our extensive extra-curricular programme. These include all activities covered in the curriculum as well as other that are not such as boxing. We will Pupils that attend these extra-curricular clubs will be given the opportunity to represent the school in a range of sporting events. For our top level sports performer we hold a sports-academy which aims to provide ongoing support through our extensive range of partners helping young people to achieve balance between school work and their sporting commitments.

## Subject: Religious Education

### **Introduction:**

Building on the core knowledge of year 7, students in year 8 develop their skills of applying knowledge. They develop their religious vocabulary and gain a greater understanding of the importance of religion, with a central focus of, 'belief into action'. Students are actively encouraged to reflect on their own beliefs, focusing on where they agree or diverge from the teachings taught

### **Course Content:**

Students begin a study key figures, of some of the 6 major religions

- Jesus-looking at the historical evidence and historical setting of Jesus and contemporary depictions of Christianity's founder
- The teachings of Jesus-major episodes in Jesus' life are examined and his teachings and their contemporary significance are explored
- Easter-following on from the study of the resurrection story, students carefully examine how Easter shows Christian core beliefs and belief into action
- Festivals-other religions festivals are studied showing how they reflect key beliefs and ideas
- Respect-individual and global issues are studied with an emphasis on showing on religious teachings, on the topic
- Beliefs into action-individuals and organisations are studied looking at their beliefs, their situation and their subsequent actions.

### **Learning Activities and Teaching Approaches:**

Students will undertake a wide range of activities during lessons. These will include:

- A range of written activities, including descriptions and explanations, using written sources
- Group work in a number of topics, with a focus on effective collaboration, development of social interaction and leadership skills
- Debates about students beliefs and their reactions to topics and real world events.
- Wide range of media used, including video clips and PowerPoints
- Individual tracking of progress, using solo taxonomy techniques and feedback after marking

### **Assessment and Mastery:**

Students are formally assessed once every half term and grades awarded will be submitted on Go4Schools.

In addition, students are given regular mastery speaking tests to assess on-going learning. Students are expected to practice for these tests for homework. These mastery tests are used to assess how secure students are in the knowledge of the topic and again the results are reported on Go4Schools.



**Support:**

In some groups some students work with a teaching assistant to support them during lessons and students are encouraged to support each other to achieve common goals. Additional support outside of lessons can also be offered as appropriate.