



Remote Learning

An information meeting for Y12 parents

6pm Mon 18 January 2021

- Opening prayer, intro and challenges
- What remote learning looks like
- The 'Five Phases'
- What students ~~can~~ should be doing
- Practical help for parents
- The rainbow
- Q&A

Thank you for joining us tonight

Please note that the meeting will be recorded and made available along with the slides and summary of the main points for you to view at your convenience.

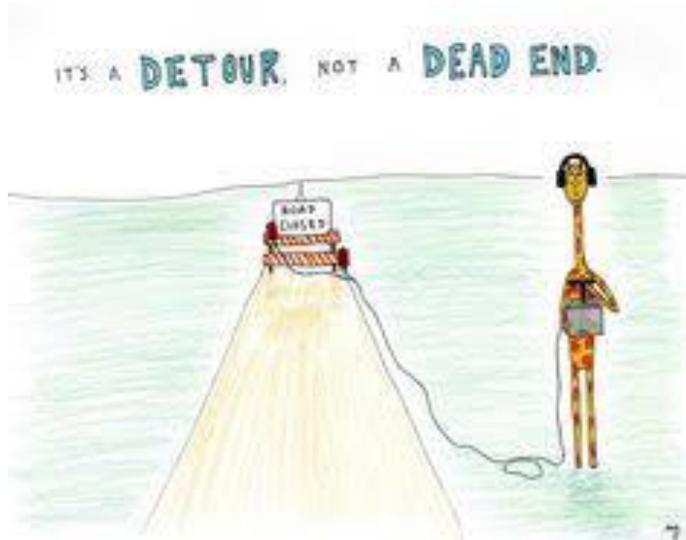
Please ensure that your video is not enabled and you are muted.

There will be an opportunity to ask questions via the 'chat' facility at the end of the meeting



Remote Learning

An information meeting for Y12 parents



Prayer in a time of coronavirus

Working for your kingdom

Lord Jesus, give us the grace to hear your voice,
And the strength to continue working for your kingdom in this
time of pandemic.

Do not allow us to be indifferent to those who today suffer the
loss of a loved one, or who suffer from the absence of work.
But give us the courage to accompany and side with those who
need our support, compassion and prayers. Amen.



So why are we meeting?



Gavin Williamson ✓ @GavinWilliamson · Jan 3

I am determined to do all I can to protect our children & protect their education and wellbeing, we must ensure the youngest in our society do not bear the heaviest cost while we beat this virus.



GAVIN
Writing
William
daily

6K



Gavin Williamson ✓ @GavinWilliamson · Dec 30, 2020

We have consistently said that education is a national priority, and we will continue to protect the futures of our young people in the face of the pandemic.



Tweet



Gavin Williamson ✓ @GavinWilliamson · Jan 6

The last thing any Education Secretary wants is partially closed schools & colleges. Today I set out to give clarity on *Replacing Exams *Free School Meals *Remote Education.

Thanks to all who work in education as we continue to deal with this evolving & challenging situation.

1.2K

174

436



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mmons to update on the



(Some of) our challenges

The challenges are to ensure:

- continuity of the taught curriculum via remote learning
- the highest possible quality of remote learning opportunities
- that we do everything we can to ensure Y12 students are motivated and engaged in remote learning
- Parents are aware of progress during lockdown
- provision of a coherent school wide assessment strategy which provides high quality and accurate data about expected grades that may be used as evidence in the future.





Key elements of the strategy

What Remote Learning Looks Like

- what to expect during enforced school closure

- a) Delivery - *what learning and teaching looks like for Year 12*
- b) Quality assurance – *the monitoring of remote learning*
- c) Engagement – *monitoring levels of engagement*
- d) Reporting – *communicating with parents*
- e) Assessment – *development of a coherent approach to assessing pupils' understanding*





What Remote Learning Looks Like

a) Delivery

- what learning and teaching looks like for Year 12

The quality of on-line teaching has never been better.

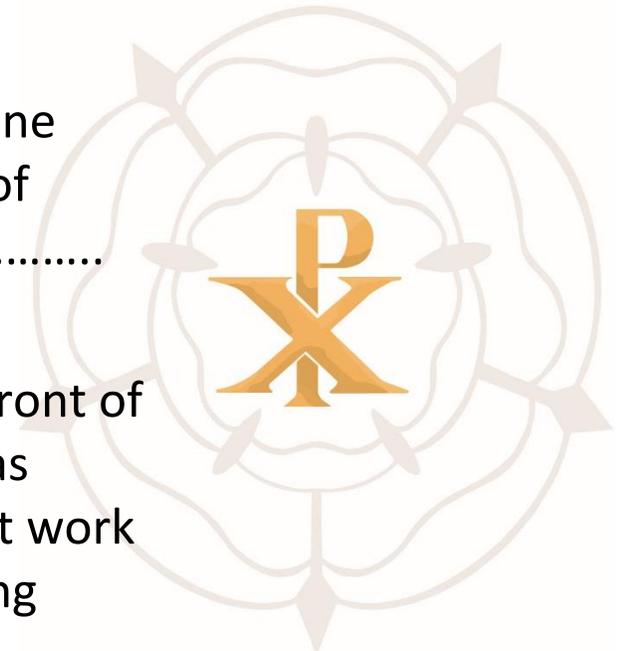
- There are far more 'live' and interactive sessions with the emphasis more quickly being on curriculum continuity rather than extended projects and open-ended tasks

The types of lesson activities include:

- live lessons, assessment tasks, voiceover ppts, pre-recorded lessons, online tasks via Seneca, mymaths, hegarty etc short 'mix 'n' match' sequences of lessons eg lesson 1 'intro', lesson 2 'do', lesson 3 'review', written tasks.....

'Screen time'

- It is not healthy for students to spend every minute of remote learning in front of a screen! An 'appropriate' amount of screen time varies between students as some do more subjects than others. We recommend 4 – 6 hrs per day on set work for sixth formers involving a balance between screen and non-screen learning activity.



What Remote Learning Looks Like

b) Quality assurance

– the monitoring and evaluation of remote learning provision

- Daily recording of the types of learning activities teachers are setting. These include: live lessons, assessment tasks, voiceover ppts, pre-recorded lessons, online tasks via Seneca, mymaths, hegarty etc
- CL sampling of work being set via TEAMs
- Ongoing training opportunities specific to remote learning
- Student voice





What Remote Learning Looks Like

c) Engagement

– **monitoring levels of engagement and celebrating!**

- It has never been more important that all Y12 students engage with remote learning.
- Every week, teachers record every student's engagement with remote learning
- Work already completed and continuing engagement will contribute to teacher assessed grades awarded and the influence these grades will have on sixth form options and university places.
- Mrs Hurley has a key role in continuing to have the overview of student engagement. *In the first instance, it will be up to individual teachers to contact students where they are not participating. If a lack of engagement continues then Parents will be contacted.*
- These are supportive measures where we aim to help remove any barriers to learning BUT expect a degree of 'chivvying' in some cases.
- High levels of engagement and good work recognised with the award of Home Learning Stars





What Remote Learning Looks Like McAuley Home Learning Stars

- ALL students can achieve 'McAuley Home Learning Stars'
- Awarded for eg excellent work, completing all tasks set to a good standard, attempting something challenging, great effort, doing something extra.
- Staff will email you if you are given a '**McAuley Home Learning Star**'
- Every 'McAuley Home Learning Star' will enter you into raffle at the end of that week to win £10 voucher for Amazon.

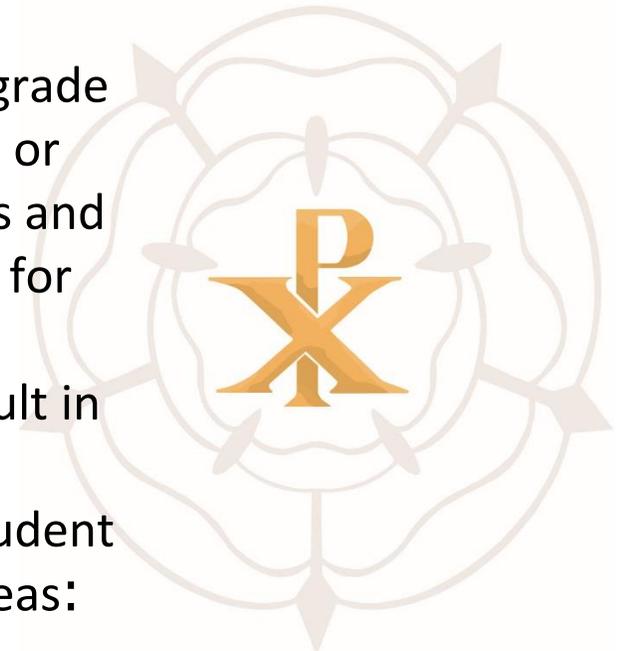


What Remote Learning Looks Like

d) Reporting

– communicating with parents

- SAR2 brought forward and released after half term.
- Data will be collected from teachers by February half term.
- The end of key stage predicted grade based on work that students have done in school up to Christmas alongside work done through remote learning.
- There is plenty of time for students to improve their end of key stage predicted grade and A2RL after SAR2. This means that students who are not on track with grades or attitudes will still have time to improve. These will inform predicted UCAS grades and mention of commitment to studies in tutors' UCAS references. The imperative is for students to do the best they can.
- Conversely, non-engagement and/or work below the required standard may result in grades declining and little evidence for positive comments in references.
- Attitude to Learning descriptors have been amended to increase the focus on student engagement and participation in Remote Learning. These are in the following areas:





What Remote Learning Looks Like

Attitude to Remote Learning

Attitude to Remote Learning – monitored weekly and will be recorded in SAR2 reports



ATTITUDE TO REMOTE LEARNING				
Criteria	Excellent	Good	Requires Improvement	Serious Concerns
Access to work	Always accesses work on Teams and listen to or reads instructions carefully.	Consistently accesses work on Teams and listens to or reads instructions.	Sometimes accesses work on Teams and listens to or reads instructions.	Rarely or never accesses work on Teams.
Communication and response	Always communicates with staff and peers in a polite and courteous manner	Consistently communicates with staff and peers in a polite and courteous manner.	Sometimes communicates with staff and peers in a polite and courteous manner	Rarely or never communicates with staff or peers and/or does not do so in a polite and courteous manner.
Quality of work Completed and deadlines	Always takes pride in the quality of work produced and always presents work to the best of their ability. Always persists with challenging tasks. Deadlines are always met	Consistently takes pride in the quality of work produced and presents most work to the best of their ability. Consistently demonstrates a self-disciplined approach and often persists when faced with challenging work. Deadlines are mostly met.	Sometimes shows self-discipline in completing work to a reasonable standard. Sometimes persists with challenging work. Deadlines sometimes met.	Rarely or never submits completed work.
Self-directed learning and initiative	Always shows initiative in solving problems and working independently; asking questions when necessary. Always uses feedback to improve their work.	Consistently shows initiative in solving problems and working independently; often asking questions when needed. Often uses feedback to improve their work	Sometimes shows initiative in solving problems and working independently and regularly needs prompting from their teacher. Sometimes uses feedback to improve their work.	Rarely or never demonstrates initiative or independent work. Teacher always has to prompt interaction. Never uses feedback to improve their work.

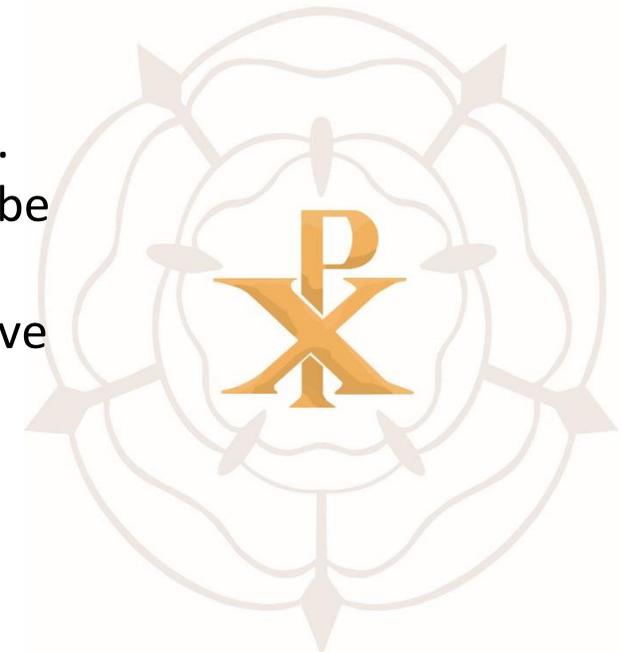


What Remote Learning Looks Like

e) Assessment

– development of a coherent approach to assessing pupils' understanding

- To be confirmed for Y12 but a possible model – currently being devised in Y13 is:
- For each subject, teachers are working on 'Common Assessment Tasks'. These are standardised and moderated assessments which are scheduled and delivered across all Y13 groups as part of teaching the scheme of work.
- Clearly focussed on the Assessment Objectives from each subject's specification.
- Teachers will inform students of when their 'Common Assessment Tasks' are to be completed by and how they are to be submitted.
- These are 'Assessment of Learning' Tasks. There will be no opportunity to improve a mark for an individual task once it is submitted but the work may be reviewed
- ONE SIZE DOES NOT FIT ALL – the number/amount of assessment activities that will count to this portfolio of student work is to be determined.
- WATCH THIS SPACE.....





Current* proposals for the '5 phases'

Five 'phases' between now and the end of the school year.

Phase 1 Monday 18/1 to Friday 12/2

4 more weeks – continue with taught syllabus via remote learning including assessments. AtRL monitored and recorded. Home Learning Stars resume

Phase 2 Half term

A break from remote learning!

Phase 3 Monday 22/2 to Easter

5.4 weeks includes Y12 SAR (late Feb), and students return to school (tbc) **IF** school reopens

Phase 4 Easter

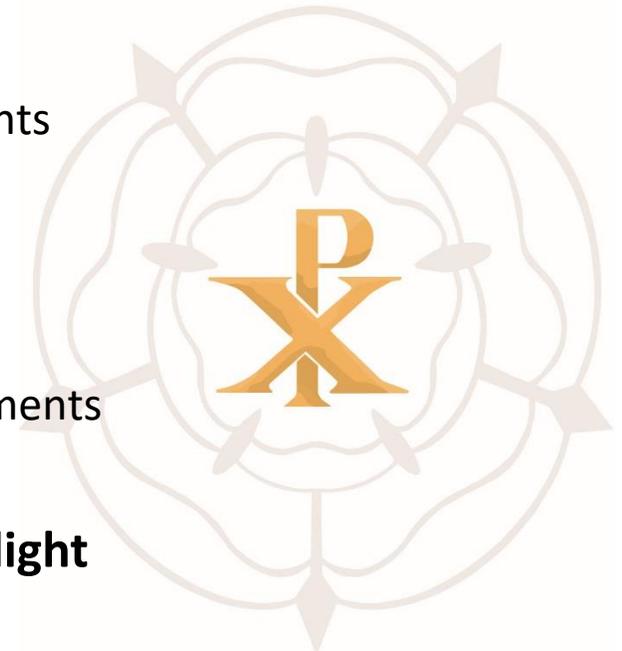
A break from remote learning!

Phase 5 Summer term

IF

to include 'FREE DAY OUT' and end of Y12 assessments school reopens

*** Information will be constantly reviewed, updated and shared with parents in light of further guidance from the Government and DfE**





Expectations

What students ~~can~~ should be doing Part I

- **Fully engage with remote learning**
 - Your efforts will contribute to SAR and UCAS predicted grades and UCAS references.
 - You are still 'at school' !
- **Have a routine every day**
 - Students and staff have been instructed to **follow their timetable** so there is a purpose to every day, something to get up for and to maintain your discipline!
 - You need to be in good learning habits and well-disciplined ready for your next steps.





Expectations

What students ~~can~~ should be doing Part II

- **Build your team – you are not alone!**
 - Are you in **contact** with peers from your group? Are you **contacting** your teacher(s) via email or TEAMS if you need help? Are you **contacting** your form tutor or Head of Year (Mrs Hurley) if struggling with the current situation or workload etc? Are you **talking** to friends and family?
 - **Check your emails**
 - Mrs Hurley sends emails each day which invite you to reflect and think about your situation and world at large. The giraffe should be no stranger to you!
 - You also receive emails about careers, UCAS, other opportunities, scholarships etc
- **Check for work on TEAMS and emails**
 - All remote learning tasks and instructions are communicated via TEAMS and/or emails. Check on a regular basis – probably several times a day.
- **Work life balance!**





Practical help for parents

How you can support at home Part I

- **Environment**
 - assign a quiet, dedicated work space without distractions. This may not be easy!
- **Diet and sleep – research shows that these are essential for a healthy mind and body**
 - It may be easier to keep tabs on what your children are eating and the times they go to sleep/get up in these times.
 - Ensure 3 healthy meals are taken every day at breakfast, lunch and teatime and avoid 'snacking out'.
 - Ensure that devices are not being used within 1hr of going to bed
- **Take an interest in your child's work.**
 - The work that sixth formers do can be unfamiliar, complex and daunting to us as parents. But you can help promote your expectation that they are engaging with remote learning by asking **what** they have done, **what** they need to do, **when** it needs to be done by, **why** the work is important or relevant or useful, get them to **explain** a new piece of work or concept to you. If possible, sit with them to view what work has been set through TEAMS. Make and keep a diary so deadlines can be met. Regularly check that work is being done through the day.



Practical help for parents

How you can support at home Part II



- **Loan or purchase a laptop.**
 - If you have more siblings at school than devices then we have a stock that you can borrow for the duration of lockdown FREE of charge.
 - Alternatively, you can buy one – AT COST PRICE – and pay in instalments.

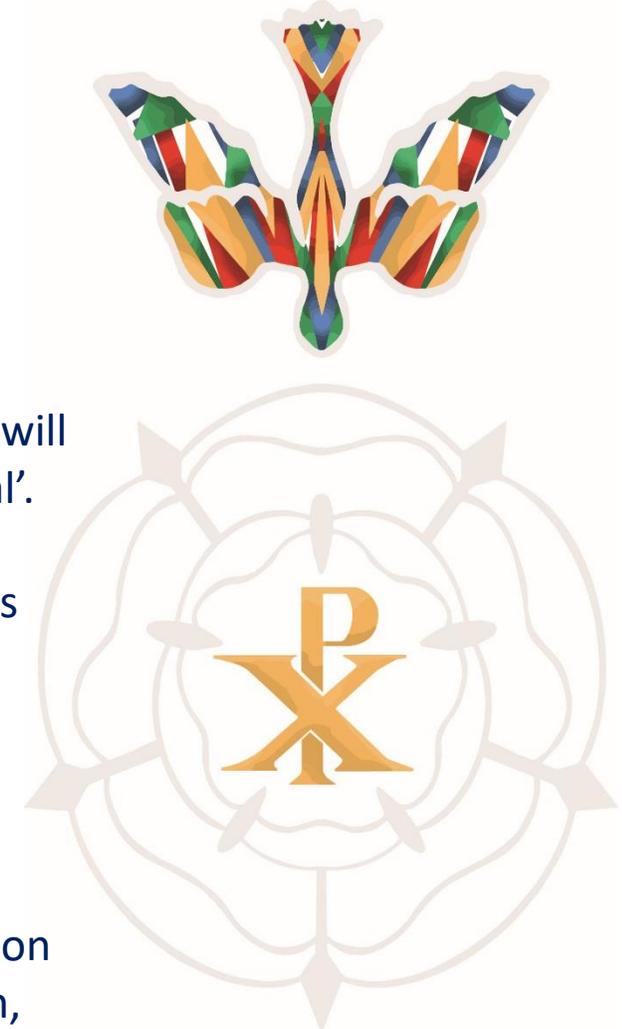
- **Talk to us!**
 - Let teachers or the sixth form team know of any barriers to your child's learning. Eg technical issues, password problems, overwhelmed by amount of work, family bereavement, illness, even if you want ideas on how you can support from home etc. We 'have your back' and are here to support.





The 'rainbow'

- **Things will get better!**
 - a vaccine is on its way
 - We will come out the other side with a renewed appreciation for others, the value of education, the environment and the importance of social compliance!
 - *“Christmas is not about what’s under the tree, it’s about who is around the tree!”*
- **Independence**
 - Aspects of your remote learning experience, such as the need for independent study, will closely resemble the style of learning you may receive at university in the ‘new normal’.
- **Resilience** - *an ability to recover from or adjust easily to difficulties or change*
 - The pandemic is the most significant disruption to life since WWII and is not how life is meant to be. The way you adapt, hopefully with dogged determination, to these difficulties will help you successfully deal with the inevitable difficulties that life will throw at you in the future.
- **Potential**
 - Your SAR1 data showed that, on average, Y12 were ‘on track for target’. This is better than previous year groups despite difficult circumstances and after significant disruption in Y11 and 12 so far. You have shown signs that you can adapt, work hard and perform, despite the circumstances!





Contacting school

Although we're not in school, we continue to do everything we can to remove any barriers to your learning. Please contact school if you have any concerns or difficulties.

One final thing - holidays!

Please do not book summer holidays as students will be expected in school throughout the summer term. They work to the end and cannot afford to miss any more than has been necessary!





Any questions??

- Please write your question using the 'chat' facility.
- If you think of any questions after the event then please email your question to sixthform@mcauley.org.uk and a member of the sixth form team will contact you





A prayer for uncertain times

Lord Jesus Christ, light of this world, thank you for the hope you have given us.
Help us to give our worries to you and, above all, to trust in your unfailing love.

For you have promised us "Never will I leave you, never will I forsake you."

Almighty God, our protector, let us trust in you to carry us through this time of uncertainty.
Jesus, hear our cries as we mourn those who've left us and care for those who are suffering.

Whatever tomorrow may bring, we will praise your name.

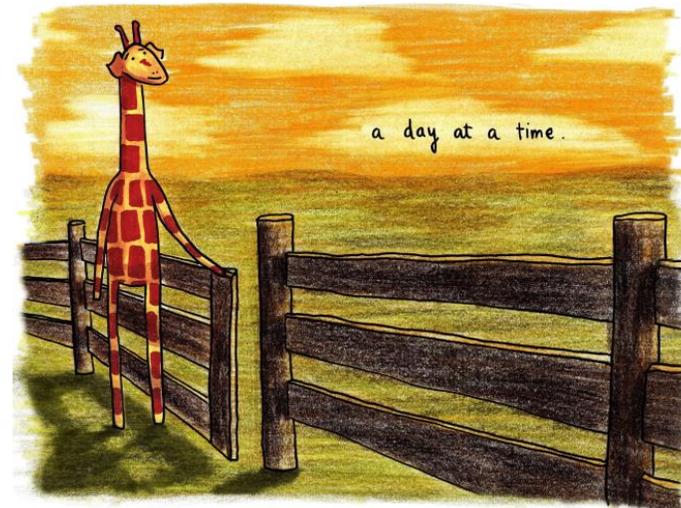
Amen.

Prayer: Sasha Breakenridge, CAFOD volunteer



Thank you for your attendance

We wish our A-MA-ZING Y12 students and their families a safe, healthy and happy 2021



The Sixth Form Team