

SLIDE 1

Good evening and thank you for attending this ZOOM meeting. My name is Paul Cleary, Deputy headteacher. I'm joined this evening by Jill Taylor who is the Key stage Manager for Y10 and Jane Taylor, the Year leader for Y10

We begin our meeting, as we always do, with a prayer.

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.

We continue to find ourselves in difficult circumstances and I am grateful for your time this evening. This is being recorded and the text of what I am going to share with you will be made available as will the slides that we refer to. A similar evening for Y12 is happening now as well and which will also be recorded. The key messages however are very similar.

There will be time for Q&A at the end and we may not have all the answers. IN THE MEANTIME PLEASE REMAIN MUTED.

This meeting is not to deal with individual concerns – please email either Mrs Jill Taylor or Mrs Jane Taylor immediately after this meeting so that any of these can be swiftly dealt with

I am now going to share some slides with you.

SLIDE 2 So why are we meeting?

We thought it imperative that we met with parents/carers and students in Y10 as they have now missed a significant portion face to face teaching in their GCSE subjects, and we want to minimise the impact of this on their GCSE grades, so no student in year 10 is disadvantaged/limited in their choices of post 16

SLIDE 3

Whilst the students have 'missed' more of their courses, 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. *From analysis of the content offered to students last week, over a quarter of all lessons delivered were live and 70% of lessons delivered having some form of teacher input – with that being either a recorded lesson, narrated PowerPoint etc. There has also been an early positive increase of student engagement which we are keen to sustain.*

The ongoing concern is the need to maintain student motivation and focus to reduce impact this time has on their progress.

SLIDE 4

How we will make this work for all students

ENGAGEMENT OF STUDENTS

It has never been more important that all Y10 students continue to engage with remote learning despite their exams being 16 months in future.

Work already completed and continuing engagement will contribute to teacher assessed grades awarded and should we find ourselves in same position again where exams are cancelled next year, will give us a sound evidence base on which to build and put forward GCSE grades that truly reflect their ability. But most importantly will mean that the students will continue to learn and build up the knowledge and skills they need to be successful not only in terms of their academic progress, but in terms of their life & employability skills such as resilience, problem solving and organisation. We use Microsoft Teams as our learning platform as this or similar, is used widely in industry and higher education so having this expertise will put them in good stead for the future.

For those students who have not previously engaged – we start afresh from this week.

The Year 10 Pastoral team of the 2 Mrs Taylor's has a key role in continuing to have the overview of student engagement but, in the first instance, it will be up to individual teachers to contact students where they are not participating.

SLIDE 5

Monitoring and Reporting

At this point, I'd like to take this opportunity thank you all for attending and participating in this meeting tonight. Your support is invaluable.

As Mr Cleary has already said, the engagement of our students in their remote learning has never been more important or critical. It is important to remember that remote learning is not always an easy process and is one that requires support and careful work.

With this in mind we have worked up a robust procedure for monitoring, tracking and recording both student engagement and the range and variety of teaching and learning that is being delivered across the curriculum. This will work cohesively alongside our assessment strategy to help support teaching and learning.

Part of my role as we move ahead is to have a global overview of student engagement across the curriculum. As, we have already touched on, early signs are that student engagement in Y10 is improved but we recognise that the challenge will be to sustain this.

We will be approaching this in a number of ways.

To help us monitor engagement, we have changed the way we record student participation. Staff are continually monitoring engagement in their individual subject areas which is then fed to me centrally for a global picture. In the case of students who have isolated, subject specific dis-engagement, teaching staff will be making

contact in the first instance. It may be that for some students, there may be more significant concerns that appear across multiple areas. In these cases, Jane & I will be working with staff to tackle this and remove any barriers that are present. The emphasis here is on supporting students to engage and this method of monitoring will allow us to target and put in place support for students who are highlighted as not engaging. This may be through telephone meetings or face to face chats over Teams or in exceptional circumstances in school (socially distanced of course!)

I will also hold a global overview of what is being delivered to students in terms of teaching and learning. Staff are centrally recording how lessons are being delivered to students which help the work involved in monitoring participation.

If there are any barriers to accessing remote learning that parents are aware of, you should contact Jane Taylor directly. We will do everything in our power to remove these. If students are struggling in their subject areas they should immediately email their class teacher. Form Tutors are also sending out weekly communications and can also offer support and guidance.

Together with the work around participation and monitoring, SAR2 has been brought forward to the end of this half term (12/2/21) which will give us early, robust data that can be used to further highlight where support is best placed to be delivered and for who. There have also been some changes to way we record ATL which will be discussed a little later.

The key message that I will be communicating to students and would ask that you share at home is that it not too late!

They can start doing the work from today onwards and it is going to have an impact but doing nothing is not an option!

I will be encouraging students that if they have experienced problems with home learning before now, they now have the opportunity of a fresh start. It is all still to play for, all is not lost! They are a wonderfully bright & capable year group, who have consistently over the 3 and half years I have worked with them have always been the year group that set the good example and set the standards for other year groups to follow, stepping up and exceeding our expectations. Our aim is to continue to centre and focus their engagement and encourage them that they are capable of achieving great things despite the process being different.

It is really important that if any student is having problems accessing any of the work that they immediately contact their class teacher either through Teams or via email

We have streamlined the way that we record participation as well as capturing the range and variety of teaching and learning that colleagues have been delivering. Bringing SAR2 for Y10 forward to the end of this half term and amending Attitude to Learning descriptors to increase the focus on student engagement and participation in Remote Learning will hopefully focus students.

In terms of Attitude to learning we will be looking at the following areas:

SLIDE 6 – Attitude to Remote Learning descriptors

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.

SLIDE 7 How parents can support with this strategy Environment

Although it may not be easy, particularly if there are other siblings, try to assign a quiet, dedicated workspace without distractions.

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.

Ensure that devices are not being used within 1hr of going to bed. **Students need to be in good learning habits and well-disciplined ready to do their best.**

Continue to take an interest in what work is being done.

You may struggle to help with the actual work that your child is doing but you can help promote your and our 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.

If possible, sit with them to view what work has been set through TEAMS. They should be following their timetable. How do they judge themselves against the Attitude to Remote Learning? How would you judge their attitude to remote learning?

Encourage them to make and keep a diary, or use their planners, so deadlines can be met. Regularly check that they are completing work.

SLIDE 8

If accessing the work is an issue, we have our loan/buy laptop scheme – details on website. Here you have the opportunity to loan a laptop for the duration of the lockdown or purchase one (in 3 instalments if that is more helpful) from school. We also are applying to government for 4G Routers, so if you don't have internet or have issues with the consistency of your internet we may be able to help. Another government scheme we are looking into is a free increase data allowances for disadvantaged pupils – but this is not all providers and those providers who are involved are doing this for the first 2000 applicants, so we are not hopeful that this will be that useful!

The key thing is that if there is an issue that is stopping your child accessing the work, you or they let us know.

SLIDE 10 It is hard to plan ahead but we are trying to see the future for the year groups in phases. This covers PHASE 1 Monday 11th Jan – Friday 12th Feb

Five phases

Phase 1 Monday 11/1 to Friday 12/2	5 weeks
Phase 2 Half term	
Phase 3 Monday 22/2 to Easter	5.4 weeks
12/3 Y13 SAR 18/3 Y13 P/E 25/3 Y11 P/E	
Phase 4 Easter	
Phase 5 Monday 19/4 to 28/5	6 weeks
Phase 6 Monday 7/6 to 16/7	6 weeks

We obviously can't look too far ahead but we want to give our young people and you their parents the certainty that we will do everything in our gift in removing every obstacle to them doing their very best.

SLIDE 11 Any questions? Please use the 'raise a hand' facility and you will be asked to unmute and ask your question 'live'
If you prefer, you may write your question using the 'chat' facility.