

SLIDE 1 Good evening and thank you for attending this ZOOM meeting. My name is Rob Shenton, Head of Sixth Form, and I'm joined this evening by Mrs Hurley and Mrs Jefferies. Together, we're the sixth form team.

Earlier today, Mrs Hurley sent a really uplifting email, as she does regularly each week. It goes like this: *Hope you are all doing OK and managed some down time at the weekend. We know this is not easy and we know its hard to keep motivated and its easy to wish that the days would go by faster and that everything will be as we want it to be. But life isn't like that...I remembered this story at the weekend...its about living in the now...living life to the full now...about making the most of family time, keeping on contact with friends and doing our best in the here and now.... to be safe and healthy. I hope you read it to the end.*

In his book, "The Monk Who Sold His Ferrari" Robin Sharma tells the story of Peter and the Golden Thread.

I'll leave you to read the actual extract but the moral of the story is that it can't rain all the time – can it? And a rainbow always follows the rain – more on that later!

We begin our meeting, as we always do, with a prayer in the name of the Father, the Son and the Holy Spirit.

SLIDE 3 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 having to react quickly to changing 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 Y11 is happening now as well and which will also be recorded. The key messages are very similar.

There will be time for QA at the end and we may not have all the answers but we will do our best.

This meeting is not to deal with individual concerns – please email sixthform@mcauley.org.uk immediately after this meeting so that any of these can be swiftly dealt with by the sixth form team.

I am now going to share some slides with you.

SLIDE 4 So why are we meeting?

We thought it imperative that we met with parents/carers and students in Y11 and Y13 as soon as possible so that we could share our response to the challenge posed by GCSE and A level exams being cancelled at late notice just last week.

Gavin Williamson, in his statement on Wednesday referred to "grading which will be focussed on teacher assessed grades with training and support to ensure that they are awarded fairly and consistently." We are still short on detail.

The same day but before this statement the OFQUAL advice was to students "please continue to engage as fully as you can in your education...This will put you in the best position..." and "exams and standardised assessments are the fairest way of determining what a student knows and can do."

Even before this, it was clear that because of imposed staggered start that Y11 and Y13 practice exams would have to be looked at. But because of the lockdown I can confirm that these practice exams will not go ahead as planned.

Despite this I think that we all anticipated that there would be some element of teacher assessment involved in determining grades this year and that has proven to be the case.

There will, as far as we are currently aware no algorithm, no externally imposed formula to fix the grades that teachers put in.

We could say that we have been here before but regarding Y11 and Y13 we are not in exactly the same place as last year.

Whilst the students have 'missed' more of their courses than Year 11 and 13 last year, 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 ongoing concern is the need to maintain student motivation.

So taking together the need to maximise student engagement and ensure the robustness of teacher assessed grades we have a challenge.

SLIDE 5

The challenge is to produce a coherent school wide strategy which provides high quality and accurate data about expected grades that stands up to internal and external scrutiny as well as motivating all Y11 and Y13 students to see the value in completing them to the best of their ability.

This challenge was shared and discussed with all Curriculum leaders on Thursday evening. They were universally and unanimously supportive of the school's approach. So since then they have been working on the strategy that I will share with you now – it has begun this week in earnest.

SLIDE 6

Key Elements of this strategy are:

- a) What our assessment strategy will look like for Year 11 and Year 13 and**
- b) How we will make this work for all students**

SLIDE 7

So what can you expect in terms of assessment in Y11 and Y13? Well, it centres around a series of 'Common Assessment Tasks'

- For each subject, teachers are currently working on providing 'Common Assessment Tasks'. These will be 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.
- The aim is to have these available by the end of this week.
- These are 'Assessment of Learning' Tasks. There will be no opportunity to improve a mark for an individual task once it is submitted
- ONE SIZE DOES NOT FIT ALL – I am not specifying number/amount of assessment activities that will count to this portfolio of student work

SLIDE 8

PROCESS QUALITY ASSURANCE. A significant amount of work is going into ensuring that the work that sixth formers are doing is appropriate and as consistent as possible. This slide outlines a few of the measures being taken!

- SLT moderation and quality assurance of data against dept targets emphasising student prior data and success matrices.
- We are closely monitoring the types of learning activities teachers are setting.
- Data collated as part of these assessments will be inputted on Departmental trackers after moderation.
- As a school we are setting the highest standards for ourselves - The benchmark for our success this year was set in SAR1 – It is entirely reasonable to expect that our p8 score will be no lower than +0.19. This would be above average.
- *There may be other elements to this which we await further detail such as Moderated work available to support Teacher Assessment.*

SLIDE 9

b) How we will make this work for all students

ENGAGEMENT OF STUDENTS

It has never been more important that all Y13 students continue to engage with remote learning despite the absence of summer examinations.

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.

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

Mrs Hurley 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. Parents will be contacted if there continues to be a lack of engagement. These are supportive measures where we aim to help remove any barriers to learning.

SLIDE 10

Monitoring and Reporting

- The scheduled SAR2 date to be brought forward and released after half term.
- Data will be collected from teachers by the end of this half term.
- The end of key stage predicted grade is based on work that students have done in school (in Y12 and up to Christmas in Y13) alongside work done through remote learning.
- The end of key stage predicted grade may not be the final awarded grade but it is likely to be very close at this stage.
- The end of key stage predicted grade can still be improved after this date. This means that students who are not predicted to secure the grades they need will still have time to improve.
- Conversely, there is a risk that non-engagement and/or work below the required standard may result in a lower awarded grade.
- 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:

SLIDE 11 – 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 10

It is hard to plan ahead but we are trying to see the future for these 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

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 13 What students should be doing

- **Fully engage with remote learning despite the absence of summer examinations.**
 - Your engagement with remote learning combined with the work you do (and have done up to now) will contribute to the teacher assessed grades awarded.
 - You still have a great opportunity to improve on the grades you have been showing up to now. Your grades will influence whether you are successful with your university applications and/or employment and they will remain on your cv forever.
- **Have a routine every day - follow your 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.
- **Build your team – you are not alone!**
 - Are you in **contact** with peers from your group? Are you **contacting** your teacher(s) 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 excellent, uplifting emails each week 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 UCAS, other opportunities, potential scholarships etc

SLIDE 14 – The rainbow!

- **Things will get better!**
 - Lockdowns significantly reduce the transmission of disease and 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.

SLIDE 15 – Practical ideas – how parents can support

- **Environment**
 - Although it may not be easy, particularly if there are other siblings, try to assign a quiet, dedicated work space 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 in these times. Ensure that 3 healthy, main 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.
 - You need to be in good learning habits and well-disciplined ready for your next steps.
- **Take an interest in what work is being done.**
 - The actual work that sixth formers do can be unfamiliar, complex and daunting. 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.

SLIDE 16 – 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 should 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 which will be emailed to you on the Monday of the following week.

SLIDE 17 – 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! **Please do not book summer holidays** as there is uncertainty about examinations that may take place later in the summer term. There are rumours afoot that all students Y11 and Y13 will be asked to sit "mini assessments" in school -late in the summer term. These would be externally set but marked by teachers and contribute in some way (not sure how yet) in the awarding of CAGs

SLIDE 18 - As we said in the beginning, the challenge is to produce a coherent school wide strategy which provides high quality and accurate data about expected grades that stands up to internal and external scrutiny as well as motivating all Y11 and Y13 students to see the value in completing them to the best of their ability. It is a significant challenge so I hope tonight's meeting has gone some way to inform you of the plan moving forward.

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

SLIDE 19 – 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

SLIDE 20 –

Thank you for your attendance

Best wishes and stay safe

from the Sixth Form Team