

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 are the sixth form team.

SLIDE 2 Mrs Hurley regularly sends Year 12 really uplifting emails. Today's was 'it is a detour, not a dead end' and I hope that tonight, we can help each other navigate our way around the difficulties that are in front of us.

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 Y10 is happening now as well and which will also be recorded. The key messages are very similar.

There will be time for Q&A 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 Y10 and Y12 so that we could share our response to the challenges posed by the government's enforced closure of schools in lockdown that was announced at short notice just 2 weeks ago!

Gavin Williamson, in his letter to the Chief Regulator, OfQUAL referred to "maximise the remaining opportunity for them to be taught for as long as possible, so they have every opportunity to catch up." , "to maximise remaining teaching time" and "ensure students are motivated to remain engaged in education" In order not to misrepresent what was said by Mr Williamson, these comments were made in relation to GCSEs, AS and A levels and there has been little/no mention of supporting non-exam year groups. However we, at McAuley, believe in getting ahead of the game and are sure that these guiding principles apply equally to Year 12. And I'm also sure that students in a highly aspirational sixth form such as ours would expect to be engaging in education – not least because this time next year

they are likely to be preparing for summer examinations with no amendments made on account of their disrupted Y11 and 12! Well, we'll await further guidance but we owe it to our students to cater for every eventuality.

The previous week, the advice was to students "please continue to engage as fully as you can in your education...This will put you in the best position..."

Can you see that the common theme with all noises coming out of Westminster is one of engagement – continuation with learning

We could say that we have been here before but regarding Y12 but we are not in exactly the same position as last year.

This time last year, our current Y12s – then Y11 – were gearing up for summer examinations and school closure was not on the radar at all. And whilst the students are likely to 'miss' more of their Y12 experience than Y12 last year, the quality of on-line teaching has never been better. Teachers have massively upskilled. 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 whilst ensuring the robustness of teacher assessed grades we have a number of challenges.

SLIDE 5

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.

These challenges were shared and discussed with Curriculum leaders in the first week back. They were universally and unanimously supportive of the school's approach. So since then they have been working on strategies to deal with the challenges that I will share with you now – a significant amount of progress has already been made.

SLIDE 6

Key Elements of this strategy are:

- a) Delivery - what learning and teaching will look like for Year 10 and Year 12**
- b) Quality assurance – the monitoring and evaluation of remote learning provision**
- c) Engagement – monitoring (and praising) levels of engagement and our response to issues**

- d) Reporting -**
- e) Assessment – development of a coherent approach to assessing pupils’ understanding**

SLIDE 7

- **a) Delivery - what learning and teaching will look like for Year 10 and 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.

SLIDE 8

- **b) Quality assurance – the monitoring and evaluation of remote learning provision**

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!

- 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

SLIDE 9

- **c) Engagement – monitoring (and praising) levels of engagement and our response to issues**

- 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 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 BUT expect a degree of 'chivvying' in some cases.
- High levels of engagement and good work recognised with the award of Home Learning Stars

SLIDE 10 – 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 11 –

d) Reporting

- 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:

SLIDE 12 – 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 13

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 – I am not specifying number/amount of assessment activities that will count to this portfolio of student work.
- WATCH THIS SPACE.....

SLIDE 14

It is hard to plan ahead but we are trying to see the future in phases.

Five phases

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.

Phase 2 Half term

Set work (tbc)

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

Phase 5 Summer term

to include 'FREE DAY OUT' and end of Y12

assessments **IF** school reopens

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. We also want to offer the sixth form opportunities and experience that we expect in normal times eg BSL, first aid, senior student team, charitable events etc when students return. The free day out is something that we missed from the last term in Y11 (Kingswood Adventure Day out) and induction week (10 pin bowling)

Slide 15 What students should be doing Part I

- **Fully engage with remote learning despite the absence of summer examinations.**
 - Your efforts will contribute to SAR and UCAS predicted grades and UCAS references.
 - You are still 'at school' !
- **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.

SLIDE 16 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!**

SLIDE 17 – How you can support at home Part I

- **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 18 - 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.
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SLIDE 19 - 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 20 – Contacting School

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- 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.
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- One final thing! 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!

SLIDE 21 - 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 22 – 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 23 –

Thank you to Mrs Hurley and Mrs Jefferies. The sixth form operation is very much a 'team game'

Thank you, parents, for your attendance, good questions positive feedback sent through 'chat'.

We wish our A-MA-ZING Y12 students and their families our best wishes and stay safe! From the Sixth Form Team