

Good evening and thank you for attending this ZOOM meeting. My name is John Rooney, headteacher, and I'm joined this evening by Rachel Jackson who is the Achievement lead for Y11.

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 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 Y13 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 Mrs Jackson 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 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 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 advice from OFQUAL (The Office of Qualifications and Examinations Regulation which regulates qualifications, examinations and assessments in England.) to students was "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 and focus now that final GCSE exams have been scrapped.

So taking together the need to maximise student engagement and ensure the robustness of teacher assessed grades on Wednesday evening we set ourselves a challenge.

### **SLIDE 3**

**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 4**

**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 5**

**So what can you expect in terms of assessment in Y11 and Y13?**

- Standardised and moderated assessment tasks will be produced by curriculum areas which are scheduled and delivered across all Y11 and Y13 groups incorporated into the teaching scheme of work.
- We will not be having an assessment week but when Y11 return there may be further in class assessments.
- Assessments will be clearly focussed on the Assessment Objectives from subject exam specifications
- They will be standardised, moderated and scheduled as part of the teaching scheme
- This will begin during this week.

- 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 6**

### **PROCESS QUALITY ASSURANCE**

- 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.
- We are setting the highest standards for ourselves and for our students this year. - The benchmark for our success this year was set in SAR1 – If this continued for the rest of the year this would be above the national average.
- *There may be other elements to this which we await further detail such as Moderated work available to support Teacher Assessment.*

## **SLIDE 7**

### **b) How we will make this work for all students**

#### **ENGAGEMENT OF STUDENTS**

It has never been more important that all Y11 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.

The Sixth Form team will be organising 1-1 meetings with Y11 and parents should you wish about applications to post-16 study and a road map for preparation and entry to sixth form. These will begin tomorrow. Should you wish a priority interview please email [sixthform@mcauley.org.uk](mailto:sixthform@mcauley.org.uk) as soon as possible.

Mrs Jackson 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 8 RJackson**

### **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 John 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 Y11 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, 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 1:1 meetings or in some cases being invited in to school.

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 me 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.

A full written student report for your child will also be sent out with SAR 2 and students will be given access to a Google Form later this week to help with the completion of this process. This will cover areas such as strengths/weaknesses, extra-curricular activities, aspirations for the future etc.

The key message that I will be communicating to students and would ask that you share at home when we think about engagement is that we are looking at drawing the line in the sand now. Something I often encourage the year group to reflect on, and this situation is no different, is where can we best use our energy that will give us the most positive outcome. I will be encouraging students that if they have experienced problems with home learning before now, they can still put their energy into using this opportunity as a fresh start. It is all still to play for, all is not lost! They are a wonderfully bright, vibrant and capable year group which is as true today as it has always been. My aim is to continue to centre and focus their engagement around this value that they are capable of achieving great things despite the process being different.

Full written reports will still go out along with SAR2

It is really important that if any student is having problems accessing any of the assessed work that they immediately email their class teacher.  
 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. Bring SAR2 for Y11 forward to the end of this half term and 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 9 – RJackson Attitude to Remote Learning descriptors**

ATTITUDE TO REMOTE LEARNING				
Criteria	Excellent	Good	Requires Improvement	Serious Concerns
<b>Access to work</b>	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.
<b>Communication and response</b>	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.
<b>Quality of work Completed and deadlines</b>	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.
<b>Self-directed learning and initiative</b>	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 RJackson 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 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.

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 so deadlines can be met. Regularly check that they are completing work

**SLIDE 11** It is hard to plan ahead but we are trying to structure the future for these year groups into phases. This strategy for assessment covers PHASE 1 Monday 11<sup>th</sup> Jan – Friday 12<sup>th</sup> 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 cant 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.

Since we don't know for any certainty the timings of any scheduled common assessments we strongly suggest that parents/carers avoid planning for summer getaways until we know for sure.

**SLIDE 12 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.

Thankyou for attending this evening and good night.