

Welcome

Opening 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.



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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OUR CHALLENGE

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.

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**

a) What our assessment strategy will look like for Year 11 and Year 13

- 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

PROCESS QUALITY ASSURANCE

SLT moderation and quality assurance of data against departmental targets emphasising student prior data and success matrices.

We are closely monitoring the types of learning activities teachers are setting on a weekly basis.

Data collated as part of these 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.

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 about applications to post-16 study and a road map for preparation and entry to sixth form.
- These will begin this week. Should you want a priority interview please email 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.

Monitoring and Reporting

- 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.

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.

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.

The next few months

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

18/3 Y13 Parents Evening 25/3 Y11 Parents Evening

Phase 4 Easter

Phase 5 Monday 19/4 to 28/5 6 weeks

Please avoid booking an early getaway!

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.