

Dear Parent/Carer,

Microsoft Teams Update

Never has it been more relevant for us all to focus on the journey, not just the destination. Over the course of the last few months the education world has adjusted to the national context. Following our moral purpose, as a school we have tried to provide an appropriate response to each of the challenges keeping in mind our inclusive values and broad community profile. When I review the rough seas we have navigated, overall, we have got it right for many and tried to respond or amend for those who felt they required a different solution. We have tried to listen to feedback not to just quickly respond, but help us define a sense of appropriate next steps.

As I write we have now moved into running three phases of schooling. Year 12 and Year 10 students are positively starting to come back into their school, for face to face learning with colleagues. Key worker students have continued to receive focused holistic learning days, and we have continued to roll out our remote learning offer Microsoft Teams. We are now monitoring the wider opening of school and have constantly been amending our offer to keyworker students, and as stated at the launch we have now asked for feedback on Microsoft Teams. To facilitate this, recently all stakeholders had the opportunity to take part in an online survey.

Many families have regularly sent in positive messages around the provision or have been in contact individually with questions, allowing my colleagues to resolve their query, so these points have also been considered alongside the 356 families who completed the survey from across all year groups. Clearly for us to become an even better remote learning provider, of particular interest to us were the common concerns. Below my colleagues leading on this area have formulated a transparent summary based on the principle of 'You said...we did' in the hope that we can all reflect on the journey to date and keep our community connected as we move towards a yet to be defined destination. Thank you for your support, feedback and trust and clearly, we will review again once changes and new processes are established and embedded.

K Simpson

Headteacher

Remote Learning Questionnaire Summary (June 2020)

Review 1: Logging on to and finding tasks on Microsoft Teams and submitting work; A small minority of families have had issues with this.

Actions: There were some families who had difficulties with this for a variety of reasons and they have been supported by our ICT department and Teaching and Learning team. If any parents are still having problems with this please contact the school.

Review 2: Hours of work students are completing. Families provided a variety of responses, based on personal circumstances and individual student need. The average number of hours students are working is 3 hours a day. This is the standard we would hope for at present and is the same amount of work being done by students who are in school.

Actions: Although 3 hours is less than a normal school day it is important that work is carefully spaced so that students are not overwhelmed. The volume set does not need to be the same as the timetable in place this year. What is more appropriate is that students can access this work and it is achievable for them. This is important in terms of educational support and well-being.

Review 3: Level of challenge in work set. Overall the general response suggested that work is of an appropriate challenge.

Actions: As we move towards a blended learning model, work delivered in school complementing work set remotely, the level of challenge will be increased in face to face sessions in school. This is being reviewed by Curriculum Leaders to ensure each Year Group receives support, stretch and challenge appropriate to their context.

Review 4: Interesting and engaging tasks were identified; the most common examples were:

- Practical and creative tasks e.g. making a house and labelling it in Spanish; building a boat in Design Technology
- Short focused tasks set regularly
- Quizzes
- Tasks made relevant to current day e.g. studying Black Death in History
- On line platforms e.g. Doodle, Mathswatch, Seneca learning
- Tasks that are clearly explained and easy to understand
- Videos
- Students like work for the subjects they were already enjoying in school

Actions: The Teaching and Learning team will share these with staff so they know what students enjoy and engage best with to inform future planning.

Review 5: How families would like work to be presented; online tasks including video tutorials and lessons with teachers were popular choices.

Actions: We continue to review our methods of remote delivery and its quality. As a member of the national research organisation 'The Educational Endowment Foundation' we clearly are guided by national best practice. Evidence shows that teaching quality is more important than how lessons are delivered, whether this is live or not. In addition, research shows that adding an image of the instructor to a lesson does not improve learning as the image can be a distraction.

Instead we are continuing to enhance our remote learning with a range of ideas. We have put in place a Microsoft Teams Development group so that all subject areas are accessing best practice and have a champion to support other staff. We are also in regular correspondence with Microsoft to guide and support next updates.

Examples of work being developed include:

- Narrated PowerPoints with clear explanation
- Q/A sessions for students to submit questions to teachers to be addressed
- Recorded webinars
- Quizzes (self - marking and students receive instant feedback)
- Use of Class notebook and OneNote facility; this is phase 2 of our Microsoft Teams roll out but some staff are already trialling this

Review 6: Suggestions to help improve the whole process of working from home

Common issues arising and our response:

- Difficult to keep up with assignments: *we are currently waiting for a calendar to be uploaded to support our students with organisation, this is dependent on the speed of updates from Microsoft themselves.*
- More consistent approach from teachers to feedback: *this is related to individual circumstances but advice and guidance has been given to staff in relation to best practice; feedback does not necessarily have to be individual but may be a whole class post, highlighting successes and common errors or giving of praise and rewards*
- Teachers answering questions on MS Teams: *Q/A sessions being developed for students to share questions and problems*
- Better communication; more rapid response from teachers; sharing concerns with staff; *INSIGHTS – a quality assurance system is being put in place to share reports with parents on a weekly basis in terms of what assignments have been set and completed (see details at end of letter)*
- Working on paper; access to printing resources: *some families have accessed academic care packages if issues with digital format and parents should contact school if this is required; Class notebook being developed on Microsoft teams which will act as a digital exercise book so that printing is not necessary.*
- Make things as clear as possible in terms of explanation: *advice and guidance made clear in Remote Learning Teacher Expectations Guide; increased use of narrated PowerPoints by teachers*
- Relax deadlines: *parents should communicate with individual teachers if any particular concerns to access reports, this can be done through email.*
- Timetable of which subjects will set work on which days: *Departments have now been issued with a timetable for this to commence as soon as possible, see below*

Day	Subjects to set work
Monday	Maths/English
Tuesday	Science/Modern Foreign Languages
Wednesday	Humanities /PE/Drama/Music
Thursday	Art /Design Technology/ ICT/Computing
Friday	None

- Assemblies (can be pre-recorded): *looking to put this in place in line with national context of the wider opening of schools*
- Keeping track of work set and handed in; reminders: *students have been provided with a planner for this purpose.*
- Improved technical support when required: *Can be dealt with on an individual basis if parents contact school.*
- Tasks broken down into manageable chunks; *already addressed with staff in Remote Learning Teacher Expectations Guide*
- Parents knowledge of curriculum; *plans in remote learning folder; curriculum plans on website*

Next Steps:

As from next week to improve communication we will be launching the use of a '**Weekly Guardian Email Digest**'. These are reports generated by the Teams system which show which assignments

were and were not completed for the previous academic week. The digest will also list upcoming assignments for the following week. We feel these reports will allow for greater organisation for students moving forward. We are also aware that circumstances may mean that students have been unable to complete assignments. Please be assured that these reports are not to pressurise our students but are intended to help parents/carers feel as well informed as possible when it comes to engagement in remote learning. An exemplar digest is shown at the end of this letter.

We will keep you updated with further developments and continue to listen. We always appreciate your feedback in relation to any of the issues raised.

Your continued support in this matter is appreciated.

F Robinson Assistant Head i/c Teaching & Learning

K Smith Associate Assistant Head i/c Remote Learning

Weekly Assignment Summary
November 8, 2019

Here's a summary of assignment updates for Lilly from last week and a peek at upcoming due dates.

Previous week: Nov 2 – Nov 8

Turned in: 4
Not turned in: 2

Physical Science 9A
Shai Pinhas

- Unit 1 Lab
Turned in • Due November 6 ✓

Art 1B
Giovanni Madrid

- Surface Explorations Project
Not turned in • Due November 5 !
- Glaze final project
Turned in • Due November 6 ✓
- 15 minute speed sketch
Turned in • Due November 7 ✓

Physical Education
Haasini Madhunapantula

- Dietary Journal: Log nutrients for 3 meals
Not turned in • Due November 5 !