Parent Forum

MAIDEN ERLEGH
CHILTERN EDGE

Wednesday 11th November 2020

Our objectives for this evening

- To gather feedback and further ideas on our processes
- To allow you your say on aspects of the school operations

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Agenda

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- How do we 'Quality Assure' the work that goes in classrooms at MECE?
- Our contingency plans in the event of a shutdown, partial shutdown or large numbers of self isolating students
- Engaging with the wider community

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The Continuous Improvement Strategy

The Continuous Improvement Strategy

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- Comprehensive strategy to support overall improvement of standards at MECE

- Builds on the premise that a “joined up”, rigorous and collaborative process of evaluation of standards, professional development, support & challenge and appraisal, then both students and staff benefit.

- It includes Curriculum design, monitoring, personal development and support at department and whole school level

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- Not new…. Just not shared well historically!

The Continuous Review and Improvement Strategy

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The main objectives of the Continuous Review and Improvement Strategy are to:

- Develop **confident** and **highly effective** leaders, teachers, teaching assistants, cover supervisors and students.

- Ensure the **implementation of the curriculum** is **highly effective** for every student whatever their ability or needs – and whatever the subject, the year group or the time of year.

The Continuous Improvement Strategy

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INFORM

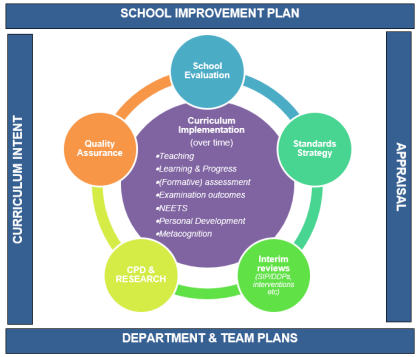
- Observations
- DCP data
- Regular T&L dialogue
- Coaching
- External reviews
- Student Voice

ACT

- Standards meetings
- Intervention Plans
- Action Plans
- DDPs
- SEF
- SIP

REVIEW

- Directed CPD
- Appraisal
- Support plan



The Continuous Improvement Strategy

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Emma Bliss

Standards Strategy

Evaluation of QoTL

Outcomes

Appraisal

CPD

Curriculum

Assessment

STANDARDS STRATEGY INTENT & IMPLEMENTATION

Half-termly cycle which ensures impact and quality evaluation involving all levels of implementation, and is based on detailed analysis of a matrix of data/information collated in a coherent and reliable way.

	SCHOOL LEVEL	KEY STAGE LEVEL	SUBJECT LEVEL	CLASSROOM LEVEL
PROGRESS DATA OVER TIME DCPs PPEs ALPs FFT, teaching over time	Whole School outcomes Group differences In-school variation Year-on-year differences Trends over time Impact of teaching over time Reliability of assessment over time	Year group progress Group differences In-year differences Year-on-year differences	Subject/course (from starting point) Group differences In-department differences Year-on-year differences Trends over time	Student progress (from starting point) Group differences In-department differences Year-on-year differences Trends over time
LEARNING OVER TIME Lesson obs, book/folder reviews, student voice	**Headteacher Senior Leaders LAB/CEO**	**Standards Leaders Inclusion Pastoral Leaders**	**Standards Leaders Curriculum Leaders**	**Curriculum Leaders Pastoral Leaders Teachers TAs**
ATTITUDES TO LEARNING OVER TIME Behaviour/bullying logs, punctuality & attendance, student voice	Impact-over-time focus: •Outcomes •NEETS and readiness for next stage •Teaching •Learning and thinking •Progress (altered long-term memory) •Elimination in-school variation •Elimination group variation •Experience & equality of experience across the school Reviewed: •SE Leadership & Management •SE – Data •SIP Review •PP Strat Plan review •Global interventions monitoring •Stakeholder voice LAB Champions •Standards •Curriculum •Inclusion	Impact-over-time focus: •Outcomes •NEETS and readiness for next stage •Pastoral teaching •Attitudes to learning •Progress (altered long-term memory) •Elimination group variation •Experience & equality of experience across the year groups •Behaviour & Safety Reviewed: •SE Data •SE – Commentaries •SIP Review •Key Stage Plan Review •Interventions monitoring •Stakeholder voice	Impact-over-time focus: •Outcomes •NEETS and readiness for next stage •Teaching •Learning and thinking •Progress (altered long-term memory) •Attitudes to learning / metacognition •Elimination group variation •Experience & equality of experience across the department Reviewed: •SE – Data •SIP Review •DDP Review •Interventions monitoring •Stakeholder voice	Impact-over-time focus: •Outcomes •Readiness for next stage •Teaching •Learning and thinking •Progress (altered long-term memory) •Attitudes to learning / metacognition •Elimination group variation •Experience & equality of experience across the department Reviewed: •SE – Data •SIP Review •DDP Review •Interventions monitoring •Stakeholder voice
OTHER External/Trust reviews, near-miss reviews etc				

STRATEGIC — RESPONSES — TACTICAL

Responses include: CPD, Wave 1-2-3,Interventions, Parental engagement, Appraisal objectives, Plan KPIs, extra-ordinary interventions, enhanced monitoring etc

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Judy Hills

- Teaching and Learning in the classroom (pedagogy)
- Learning Walks
- Developing Best Practice Week
- Out & About Week
- NQT professional Tutor
- CIAEG / destinations
- Homework
- More Able
- Standards Lead

Nicola Benham

- Student Voice
- Standards Lead
- Year Group Action Plans
- Behaviour for Learning
- Attendance

ELG

- DDPs
- Inter-dept reviews
- Dept QA

ALL

- DCPs
- Appraisal
- CPD
- Out & About

The Continuous Review and Improvement Strategy

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Quality Assurance 20-21 so far…..

Pre-Term 1: SLT devised the School Improvement Plan (SIP)

Term 1a: Sept INSET – shared key SIP priorities with staff
Quality Assurance baselines (SLT / HODs)
School-wide Review (Sept) – SLT observations
Department-led Quality Assurance (Oct) – drop ins, student voice & book looks

Term 1b: Targeted CPD devised based on Term 1 findings
Student focus groups (Nov)

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In Conclusion – it is a team effort!

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Does anyone have any ideas for other ways in which we can conduct quality assurance?

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Contingency Planning

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Contingency Planning 2020

The Next Phase…

"Once I learn how to use Google, isn't that all the education I really need?"

The journey so far…

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Term 4 (19/20)	Term 5 - Term 6 (19/20)	Term 1 (20/21)
• Rolled out Google classroom • Identified students unable to access GC (and where possible issued laptops) • Fortnightly paper packs of work • Lesson resources added to GC • MEPUS launched • First wave of tutor phone calls • First completion of Engagement tracker • First parent survey • Zoom Staff Meetings / Tutor meetings / HOD line management / Dept Meetings	• Reviewed amount of work set to account for different challenges of remote provision (response to parent survey) • PopUp returned to MECE. Broadened number of invitees to include identified vulnerable and some KS4 students not engaging at home. • Increased assessment and feedback • Ongoing tutor phone calls (4 rounds in total) • Engagement trackers to target underperformance • Staff Voice/Student Voice / parent voice • KW/V children in daily supported on rota by all staff • Y10 students in weekly from Term 5 for Core subject support and teaching • Y9 commenced GCSE courses and attended core day in July • Year 6/7 Transition videos and preparation • Zoom Staff Meetings / Tutor meetings / HOD line management / Dept Meetings • Wellbeing drop ins / quizzes • HOD and HOY Planning days • Creation and collaboration to prepare return to school plans / RA • All staff return to site 20/21 July	• Smooth restart to term. • 2 full CPD days in Sept • Successful Y7 transition day • Extended work to reduce anxieties with some complex students / parents • As at 11.9.20 school attendance: 96.7% • Learning has commenced calmly (externally verified SE/JP/MD) • Dynamic RA and reviews taking place to ensure ongoing changes to guidelines are accounted for • Consistent message from staff re: H&S measures (sanitizer) and support in supervision for breaks/lunch • Early pleasing evidence of adoption of retrieval practices into lessons. • Pleasing feedback from parents re: start of term

The first steps to recovery

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- Starting in July we began a huge piece of work with our curriculum and T&L approach so that we take account of, and respond to, gaps in teaching/learning, misconceptions, lack of work/loads of work, wellbeing…

Planning a Recovery Curriculum

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Identifying/assessing gaps:

- How are you going to **assess gaps** and see where they are? Have a clear plan linked to the non-negotiable skills in your subject and RAG students?
- Make effective, early use of regular **formative assessment** – quizzing; live marking; questioning; all student response strategies
- Focus on assessment 'as' and 'for' learning
- **Respond** to needs within lessons – approach; 1:1; small group; use of TAs in class

Use of Time in the Classroom:

- What will you re-teach and what won't you?
- 2-3 weeks maximum focused on recapping
- **How will you focus on non-negotiable content as a priority (**vs deeper concepts that would be good for stretch and details that are a bonus)?
- What could be done at home, remotely, as a matter of course? (flipped learning; exam question practice)
- How might you **adapt your approach** to suit your students' needs? Lectures? WTM approach? Crossover skills? Metacognition? Interleaving?

Broad and balanced curriculum:

- How are we going to keep it as broad as possible but be flexible in terms of time and with regard to individual students?
- **Any changes to a student's curriculum choices must not impact on their next steps and future pathways.**
- The 'catch up curriculum' for each subject needs to have a **clear rationale** - intent, implementation and impact.

Catch up curriculum:

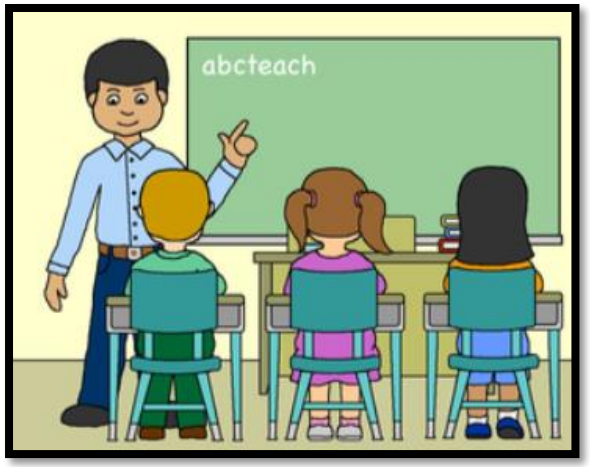
- Relies on the identification of 'at risk' students for your subject
- Lunchtime sessions
- After school sessions
- Intervention/catch up sessions – 1:1 tutorials

Relationships:

- Transparency of curriculum – how are you going to **support them in recognising gaps and demonstrating progress? How will you share learning intentions/maps?**
- Where are they now? Where do they need to be? How will we support them to get there? Self-regulatory behaviours?
- **How will you get them to value learning/ feel confident sharing ideas?**
- Supporting/engaging **parents?**

The Complication… remote learning

- **We need to be prepared for these different scenarios:**



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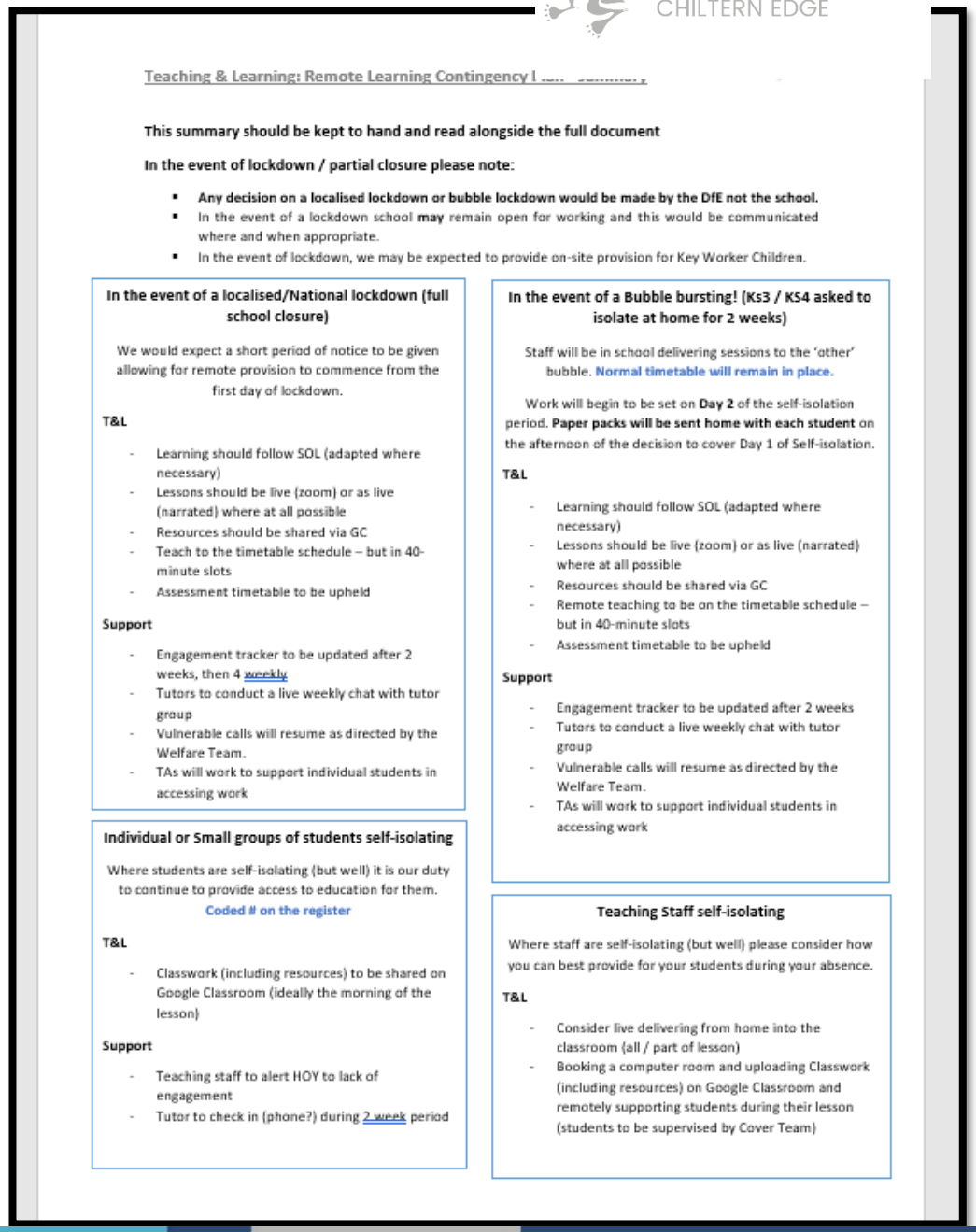
T&L contingency

- **Document can be found on website**
- **A number of 'actions' being completed this week to support this**
- **In place and already working for staff or students who have had to 'self-isolate' (X Code)**



Teaching & Learning: Remote Learning Contingency [illegible]

This summary should be kept to hand and read alongside the full document

In the event of lockdown / partial closure please note:

- **Any decision on a localised lockdown or bubble lockdown would be made by the DfE not the school.**
- In the event of a lockdown school **may** remain open for working and this would be communicated where and when appropriate.
- In the event of lockdown, we may be expected to provide on-site provision for Key Worker Children.

In the event of a localised/National lockdown (full school closure)

We would expect a short period of notice to be given allowing for remote provision to commence from the first day of lockdown.

T&L

- Learning should follow SOL (adapted where necessary)
- Lessons should be live (zoom) or as live (narrated) where at all possible
- Resources should be shared via GC
- Teach to the timetable schedule – but in 40-minute slots
- Assessment timetable to be upheld

Support

- Engagement tracker to be updated after 2 weeks, then 4 weekly
- Tutors to conduct a live weekly chat with tutor group
- Vulnerable calls will resume as directed by the Welfare Team.
- TAs will work to support individual students in accessing work

In the event of a Bubble bursting! (Ks3 / KS4 asked to isolate at home for 2 weeks)

Staff will be in school delivering sessions to the 'other' bubble. **Normal timetable will remain in place.**

Work will begin to be set on **Day 2** of the self-isolation period. **Paper packs will be sent home with each student** on the afternoon of the decision to cover Day 1 of Self-isolation.

T&L

- Learning should follow SOL (adapted where necessary)
- Lessons should be live (zoom) or as live (narrated) where at all possible
- Resources should be shared via GC
- Remote teaching to be on the timetable schedule – but in 40-minute slots
- Assessment timetable to be upheld

Support

- Engagement tracker to be updated after 2 weeks
- Tutors to conduct a live weekly chat with tutor group
- Vulnerable calls will resume as directed by the Welfare Team.
- TAs will work to support individual students in accessing work

Individual or Small groups of students self-isolating

Where students are self-isolating (but well) it is our duty to continue to provide access to education for them.
Coded # on the register

T&L

- Classwork (including resources) to be shared on Google Classroom (ideally the morning of the lesson)

Support

- Teaching staff to alert HOY to lack of engagement
- Tutor to check in (phone?) during 2 week period

Teaching Staff self-isolating

Where staff are self-isolating (but well) please consider how you can best provide for your students during your absence.

T&L

- Consider live delivering from home into the classroom (all / part of lesson)
- Booking a computer room and uploading Classwork (including resources) on Google Classroom and remotely supporting students during their lesson (students to be supervised by Cover Team)

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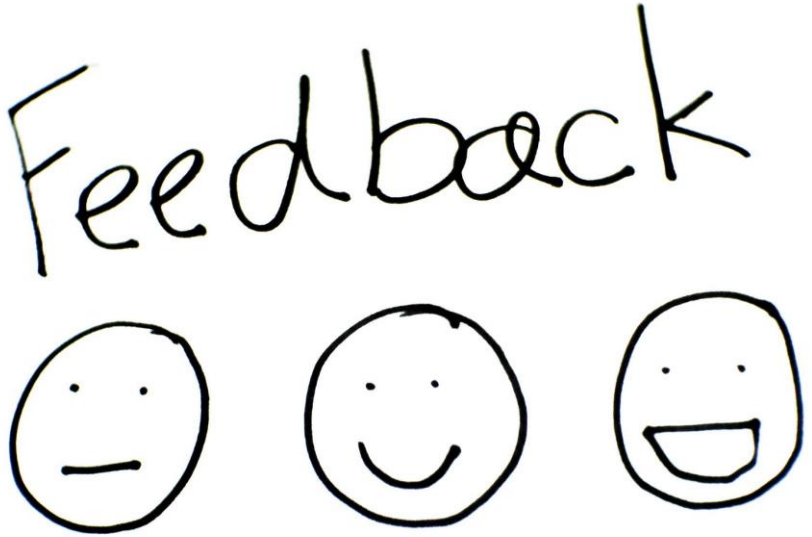
But it is a dynamic situation….

From your experiences during Lockdown 1.0 or if you have had a child self-isolating during Term 1a :

- What did we do well for your child?
- What else could we have done?
- What could we have differently?



COVID Catch Up Fund

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- Schools have been given a small fund (around £27000 for MECE) to support students who have fallen behind their peers (academically) as a result of lockdown 1.0 or require additional support with their mental health upon return to school.
- We have produced a plan (based on educational research) to spend the money in the following key areas over the upcoming academic year:
    - Overcoming missed curriculum time
    - Limited Y6-Y7 Transition process
    - Motivation of students
    - Emotional/Social Support

This document can be found on the school website (Parents/Covid Response)

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Engaging with the community

How can we get the MECE message out to the wider community?

- **In normal times…**
- Lettings
- Youth Club on site
- Community mornings to support the site- gardening , painting etc
- Articles in the parish magazines
- Outreach work with the local primary schools- Science, Maths, Performing Arts
- Sports venue for primary school events