

## Spalding High School

### Guidance for parents and carers on teaching and learning during Term 6

#### How often will teachers ask students to submit work?

Teachers will be asking students to submit work regularly (at least once per Phase); sometimes this will be to ensure that work has been completed and so that teachers know what students have understood in order to inform the next stages of their planning. At other times it will be so that feedback can be given and acted on by students.

Given that many teachers will have large numbers of students submitting work, please do not expect an email to acknowledge receipt of submitted work.

#### What are the dates for the remaining Phases in Term 6?

Phase	Phase Duration
Phase 4	Monday, 1 <sup>st</sup> June – Friday, 12 <sup>th</sup> June
Phase 5	Monday, 15 <sup>th</sup> June – Friday, 26 <sup>th</sup> June
Phase 6	Monday, 29 <sup>th</sup> June – Friday, 10 <sup>th</sup> July
Phase 7	Monday, 13 <sup>th</sup> July – Tuesday, 21 <sup>st</sup> July

#### How will teachers provide feedback?

Teachers will continue to use a range of methods to provide feedback to students and to 'keep in touch' during this period of school closure, including phone calls, individual emails and whole class feedback messages. Teachers will select the best method for providing feedback, subject to the following:

- i. In Years 7 and 8, feedback will often be in the form of "whole-class feedback", highlighting common strengths (WWW) and areas for development (EBI) with some possible bespoke comments. Teachers may also select some good examples from the year group to highlight best practice. There will not be an expectation for students to complete a 'Take 2'.
- ii. Years 9, 10 and 12 will receive more bespoke feedback. Feedback will be formative, identifying clearly how students can improve their work. There will be an expectation for students to complete a 'Take 2'.

#### How frequent will feedback be?

Frequency of feedback will vary according to the normal frequency of lessons and the number of classes for which each teacher is setting and receiving work; however, students can expect feedback on the work they have submitted at least twice in Term 6.

#### What should I do if I have a question about marking and feedback?

Parents and students can email teachers and we will try to respond to emails within 2 working days but it may take up to 5 working days for staff with very large numbers of students in their care or with significant caring responsibilities at home. Even then, it may be that your question is addressed in a whole class

email. If you have still not received a response after this time and are concerned, please contact the relevant Head of Subject or Head of Year.

### **What will teaching and learning look like when Years 10 and 12 return?**

From 15<sup>th</sup> June, the government is asking secondary schools to provide some face-to-face support to supplement the remote education of Year 10 and Year 12 students, with a clear expectation that remote education will continue to be the predominant form of education delivery for these year groups. It is up to schools to decide how they want to use face-to-face support in the best interests of their students e.g. additional pastoral support, academic support, practical support, or a combination of these.

With regard to academic support, we need ensure that all students in the class are ready to move on to the next stage in the topic, thus preventing students from taking misunderstanding into their future learning. Accordingly, when students return, staff will initially focus on consolidation and reviewing previous learning set during the school closure, using some or all of the following instructional principles:

- Asking large numbers of questions and checking for understanding, re-teaching work when necessary;
- Using more time to provide explanations;
- Thinking aloud and modelling steps;
- Providing models of worked out problems;
- Providing scaffolds for difficult tasks e.g. checklists, cue-cards, writing frames; and,
- Preparing students for independent practice.

### **Will students be offered live streamed lessons?**

This is an interesting question and needs to be considered in light of recent research published by the Education Endowment Foundation entitled 'Best evidence on supporting students to learn remotely'. This research was funded by The EdTech Hub – as part of the partnership between the EdTech Hub and the Education Endowment Foundation and has been published as a global public good – to support the global response to the education impacts of COVID-19.

In terms of key findings and implications, the evidence found that teaching quality is more important than how lessons are delivered. Ensuring the elements of effective teaching are present - for example clear explanations, scaffolding and feedback - is more important than how or when they are provided. There was no discernible difference between teaching in real time ('synchronous teaching') and alternatives ('asynchronous teaching'). For example, teachers might explain a new idea live or in a pre-recorded video or narrated PowerPoint. But what matters most is whether the explanation builds clearly on students' prior learning or how students' understanding is subsequently assessed.

A number of departments have experimented with using Zoom and live-streaming lessons (e.g. PE, French, Geography and Art) and we would anticipate that more departments will follow suit, although we strongly feel that we need to give departments autonomy as to their preferred approach. Indeed, one of the key findings from the EFF research was that different approaches to remote learning suit different types of content and students and that teachers should be supported to consider and use what approaches are best suited to the content they are teaching and the age of their students.