



Dear Students, Parents & Carers,

09 January 2021

## As promised please find the following in this update:

- Developments to our remote education practice
- Update on Lateral Flow testing for students and staff
- How to access free Wi-Fi and additional broadband data

## Remote Learning Update

### Changes to our Anthem Trust Policy

Anthem Trust has been working collaboratively with colleagues across the trust to review the trusts/school's remote education policy and protocols. The final policy was then shared with schools this Tuesday.

The approach has now changed and schools are now able to include, where they think it would further enhance practice, the use of live teaching strategies and approaches as part of their remote education offer. All schools across the trust will need to make sure that the following is in place:

- **All protocols & methods must be safe and in line with governments safeguarding guidance.**
- **Practices should be inclusive and should take into account the needs and circumstances of all learners and families.**
- **Where live aspects are used, they should be the most effective approach to the learning and enhance the teaching and learning routines which are already in place.**
- **There is and should be no obligation on our teachers/academies to deliver live lessons.**

### What does the research show?

***“Watching recorded videos outperformed live lessons online and watching other video materials online, and completing learning tasks online had a more positive impact on pupil sense of progress than completing tasks on paper.” Enduro COVID-19 Impact Review Report 2***

Live teaching is a misleading. The research completed by 'The Education Endowment Fund' and the feedback from schools that have used 'live lessons' is that a whole live lesson does not effectively engage the vast majority of students. Live lessons do not necessarily achieve the best impact, maintain the highest levels of engagement or support students to make the best progress. The cutting-edge research on 'Virtual Teaching and Learning' tells us that practitioners who follow and implement the principals of responsive teaching in their remote lessons achieve the strongest outcomes with students.

- We try to set out clear goals, explanations, and expectations for the lesson/learning task.
- We plan and build in opportunities to review previous learning, build on understanding and modelling of new ideas and concepts.
- We will try to offer and create opportunities for practice and scaffold tasks to make them accessible and inclusive to all students.
- We provide opportunities for feedback and assessment to support learning. We use feedback from students to inform our next lesson or to inform our practice. (What works with one group will not work with another)
- We offer opportunities for further independent work (Extension work/ wider reading to stretch and challenge students)



## How do we aim to use this as an opportunity to enhance our practice?

Moving forward we would like to introduce a blended learning approach. Subject teachers may use some aspects of live contact, voice over and or pre-recorded teaching methods in their lessons. We trust in our professionals and know that they will best know their groups and be best placed to identify and adapt their teaching approaches to secure the best outcomes for their learners. Teachers may choose to use some of the following examples:

- Elements of live contact, for example a 20-minute slot could be used at the start of a lesson to introduce new concept, to establish the expectations or to explain an independent learning task. This could also be built into a series of lessons, or within specific lessons and be used to assess progress or to help students to address and discuss misunderstandings.
- Teachers may use blended learning to identify a specific time slot and arrange a meeting with a small group, whole class or individuals to give feedback, direction, or support.
- Colleagues may choose to use pre-recorded elements, voice over presentations and video demonstrations to help to deliver content within remote lessons, these aspects can be used effectively when explaining or modelling and or demonstrating new skills or different techniques. (this is particularly useful in practical lessons)
- We could choose to use live interactions in lessons to give feedback, to critique work or to evaluate elements within a piece of work, to highlight and discuss or review common misconceptions within assessments or exams. (This could be a short part of one lesson, a lesson at the end of a series of lessons, a feedback session or even with students within an individual tutorial)
- We could also use live segments within lessons to enable students to practice vocabulary in languages, to present a reading in English, show their portfolio in DT or Art, perform a piece of live music, or give a monologue in Drama. (It should be used to enhance learning and can be used in different ways across subjects and curriculum areas)

Live contact will not be replacing our practice but we will be using this at OSA to enhance our current approaches to remote education. Please be supportive of teachers who are trailing and developing this over the next few weeks. There may be some blips that need to be developed along the way.

## How will this develop the experience and promote engagement for students?

- We hope it will help to provide students with some more structure to their day.
- We hope that it will help students to feel more connected to friends, teachers and to school.
- We hope that by using the live contact it will enhance their learning experience.

### **KS3 Students**

- Initially, we would like to introduce tutor sessions for students twice a week, these would take place at the start of the day. We think that it is particularly important for all students to have regular contact with tutors and where possible we would like all students to attend these tutor sessions. (We will provide further information and a timetable next week)
- We are also currently looking at introducing live contact in assemblies, in year groups and houses and reviewing the best ways to conduct achievement celebrations to recognise the successes from the last term. (Again further details will be shared next week)
- We are also considering the best ways to support the blended learning approaches across the KS3 lessons as detailed above.

# CATCH IT! BIN IT! KILL IT!



## KS4 Students

- Live contact will be used to enhance learning in some lessons. Teachers may use live teaching methods with the whole class, with individuals and or small groups. They will schedule meetings or phone calls through Teams, this may be weekly, or at key times and could be for part of a lesson, for a whole lesson or scheduled as an individual tutorial. (Protocols and support will be available to students next week)
- We are also currently looking at introducing live contact in assemblies and in tutor groups, in year groups and tutor sessions in the mornings from 9.00-9.15. (Further information about these sessions will follow on Monday)

## KS5 Students

- Live contact will be used to enhance learning in some lessons. Teachers may use live teaching methods with the whole class, with individuals and or small groups. They will schedule meetings or phone calls through Teams, this may be weekly, or at key times and could be for part of a lesson, for a whole lesson or scheduled as an individual tutorial. (Protocols and support will be available to students next week)
- There will a mixture of pastoral sessions and individual tutor contact for all students in the Sixth Form.

Our trust Remote Education Agreement has been updated with this new information and all students will need to electronically sign this agreement. A copy is attached as well as our Online Safety Policy for students and parents. Please talk through these policies with your children. Mr Dixon has emailed instructions to all students today. Please check they follow the instructions in the email before the end of the day on Wednesday 13<sup>th</sup> January.

### **Update on Lateral Flow testing for students and staff**

As promised from the government we have received a consignment of 1000 lateral flow tests on Monday 4<sup>th</sup> January. We have already successfully conducted 130 tests for most vulnerable students, critical worker students and Year 13 exam candidates. We have also completed nearly 100 tests for staff.

### **How to access free Wi-Fi and additional broadband data**

The government has announced several schemes to give help with technology at home. You may be eligible to apply for a free broadband router. More information can be found using this link <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

If you think this may apply to you please email [mdixon@spires.anthemtrust.uk](mailto:mdixon@spires.anthemtrust.uk)

Students can get additional free data on their mobile devices if they:  
do not have fixed broadband at home, cannot afford additional data for their devices, or are experiencing disruption to their face-to-face education. Further details using the same link: <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

If you wish to apply for this please email [mdixon@spires.anthemtrust.uk](mailto:mdixon@spires.anthemtrust.uk) giving the following information:

- 1) The name of the account holder
- 2) The number of the mobile device
- 3) The mobile network.

## CATCH IT! BIN IT! KILL IT!



A final reminder that we will be providing further support and information on Monday. We are currently putting together a selection of short video clips which will support you with home education. Mr Masterson has also put together some initial guidance to help students to establish good learning routines at home. We will also provide a timetable for tutor sessions and assemblies.

I am extremely conscious that our colleagues are working exceptionally hard to ensure that we have everything in the best place possible for students. If you have any concerns regarding access or worries about home education, please do direct these to either myself or Mr Dixon and we can support in the first instance.

Best of wishes  
Marianne Blake