# Jubilee High School: Quality of Remote Education Review

**Head:** Mark Conroy
**Reviewers:** Penny Alford and Alex Russell
**Date:** 10th and 11th February 2021

## Process

- Met the AHT responsible for remote learning
- Observed several live remote lessons across a range of subjects / year groups and watched videos of previous lessons
- Reviewed the parental booklet, the review of remote learning document and other relevant documentation on the website
- Met the Senco
- Met the AHT who leads on attendance
- Met the DSL
- Met a range of middle leaders

## Key Questions

**1. What is the quality of the remote learning booklet / communications with parents?**

There are a range of accurate, up to date resources on the website which clearly set out expectations, the curriculum and other relevant information. The separate tab for home learning means it is easy to navigate the website and find the required details on pastoral support, safeguarding, wellbeing and the curriculum. The booklet for parents has useful diagrams on how to navigate Microsoft Teams and the Acceptable Use agreement is also clearly displayed. The Head writes a weekly email to parents celebrating good work – this is also on the school's social media channels.

There is a very thorough review of remote education which accurately identifies strengths and areas for development in terms of remote provision. It may be worth sharing this on the website.

**2. What is the quality of learning / engagement / interactivity during remote lessons?**

The school is running the normal timetable for all students. Those students in the key worker school dial in to the same lessons which ensures there is one curriculum model for all. It is clear from observing lessons that students are experiencing the normal school curriculum rather than a 'stop gap'. The only adjustment is to reduce the length of lessons by 10 minutes so students and staff receive a screen break. This means there are 40 minutes for independent work at the end of the day, allowing students to complete and submit any unfinished tasks.

The best lessons ensure students actively engage rather than passively attend. This is achieved in a number of ways – using the chat function simultaneously and setting assignments via Teams worked particularly well in the lessons visited. Less effective lessons are using resources which are the same as the ones used in the classroom and these have not been adapted for the purposes of remote learning (this was a minority of lessons observed).

CPD has continued despite lockdown and there is a real commitment across staff to upskill and ensure the technology is maximizing levels of participation and engagement. There is a clear and exciting vision for the curriculum which has not been held back by this lockdown. The AHT continues to work with middle leaders on curriculum development and this will pay dividends in closing the gap when the students return.

3.  **What is the quality of feedback to students?**

Assignments sets on Teams both in advance and during the lesson work well allowing students to receive feedback during and after the lessons. If the lockdown continues beyond March 8th, moving all teachers onto this would be a good investment of time. The teachers who use this are giving precise and meaningful feedback to students.

Feedback is also given by the chat function which is useful. To increase participation, teachers could ask all children to submit their answer at the same time by giving a countdown. This was evident in some but not all of lessons. Work is celebrated via social media and there is a lot of praise used in the lessons.

4.  **a) What is the offer to students with specific needs (SEND, EAL, HAT etc)?**
    **b)  What interventions are running, how well attended are they and what is the impact?**

All students with EHCPs (35 in total, 14 of which are in the COIN centre) were offered a place in school. 9 are in school and those who are not engaging from home already had alternative educational arrangements, for example work experience places. The SEN team make regular calls to all SEN students and the actions from these calls are monitored via a tracker.

Teaching Assistants have been trained on Teams and had dress rehearsals without students there before supporting in lessons – there is a menu of ways for teachers to deploy TAs effectively which is excellent and could be shared across the Trust.

Interventions with children who are SEMH are particularly strong with ELSA, wellbeing calls and work with East to West continuing during lockdown. There are a range of interventions running with external agencies (East to West, SALT) and internally (pre-teaching and literacy sessions). It may be worth exploring purchasing Lexia if lockdown continues so students in the younger years can continue to develop their phonics and the building blocks of literacy – this programme is easy to complete from home.

5.  **a) What is the daily expectation / minimum provision of teachers and students?**
    **b) How is this communicated / monitored?**

This is clearly communicated via the website and students are expected to attend all lessons remotely along with tutor time and assemblies to ensure the sense of belonging pervades.

Attendance has increased week by week and is 73% overall for remote lessons. This is a real concern and the school was slow to take registers – they now do it via Satchel. It is improving but the poor attendance will result in significant learning gaps and create long term challenges. There is now a much more proactive chasing of parents but it is clear that not all staff (including a SLT member) are having

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'face-to-face' meetings with those not attending and are calling instead. The aims if for attendance to continue to improve and the aim is to get above 80%. If the school remains closed in the longer term, it may be useful to explore tracking engagement more formally as well as attendance to lessons.

6. **Is there effective use of collaboration and pulling on existing resources to help teacher workload / ensure consistent quality (e.g. White Rose, literacy hubs, BBC etc)?**
Whilst this was not seen in the lessons observed, it is encouraged by leaders in terms of reducing workload and not reinventing the wheel. The school is delivering the same curriculum which would have been offered to students in school and it may therefore not be helpful to link to these resources.

7. **How can you ensure equity of experience between those in school and at home?**
There are 48 students who are either key workers or vulnerable children in school. Children in and out of school join in live lessons and there is one curriculum running for all. All the children in school are on a part time rota but there is no disruption to the flow of learning as there is one curriculum being delivered for all. Students in school receive PE lessons and SEN children have some small group interventions which is the only difference in the offer.

8. **How are you addressing the digital divide?**
All pupils have a device at home to work from. There is no digital divide in terms of devices or data packages. It may be worth exploring the type of device students are using as in two lessons observed students wrote in the chat function that they couldn't access something as they were working from a mobile phone. Research from Ofsted shows engagement and work produced is higher on a laptop than an ipad or phone.

The challenge now for all schools is reducing the amount of screen time students and staff are experiencing. The school is responding to this effectively via Messaging Mondays, Wellbeing Wednesdays and Funday Friday to support students' and staff's mental health.

9. **What is the rationale and approach to home learning?**
Home learning, in terms of homework, is not currently compulsory but a menu of optional shared off-screen tasks is shared with students in all year groups. Students can submit photos of this work which is then celebrated and shared.

10. **What quality assurance is in place at senior and middle leader level?**
Middle leaders are observing live lessons within their departments and there is a lot of shared innovation to ensure higher engagement and learning. This is then discussed with SLT via line management who also visit lessons in the areas they are responsible for. The school is considering SLT remote learning walks after half-term in terms of monitoring quality and sharing best practice across departments. This could initially be done on an invite only basis with teachers choosing which lessons SLT visit to build up teachers' confidence.

Middle leaders are keen to hear a whole school strategy on the recovery curriculum – the size of the gaps are beginning to preoccupy them. They would also welcome hearing from other departments how they are using Teams – they want to share best practice as they hear what other are doing and then replicate.

**11.What are the processes for safeguarding children during this lockdown?**
Safeguarding procedures for remote learning are strong and there is an appropriate culture of vigilance. Blurred backgrounds only for live lessons should roll out across the school.

**Strengths**
1. Differentiation and personalisation of lessons via consistent use of zones
2. Teachers who 'ride the silence' and let the students do the work
3. This is not a 'stop-gap' curriculum but offers the experience students would have in school
4. Clear vision for the curriculum and high expectations of all staff and students
5. Quality of pastoral support and provision for students who are vulnerable or have emotional / social needs
6. High morale of staff – feel listened to and appreciate the well-being hour introduced following feedback

**Recommendations – in order of priority and dependent on when lockdown ends!**
1. Relentlessly follow up on poor attendance of students and ensure this is owned by all levels of the staff body
2. Look to track engagement with lessons as well as attendance
3. Insist on student participation, for example all students writing on the chat function at the same time, Microsoft Forms, using Teams for assignments, use of whiteboards etc – perhaps even risk moments of cameras on?
4. Continue to shift the focus of the SEN provision beyond a wellbeing to reducing learning gaps; explore a 'little and often' model with precision teaching and guided reading