

June
2021

360-degree review feedback to parents

MOVING FORWARD TOGETHER

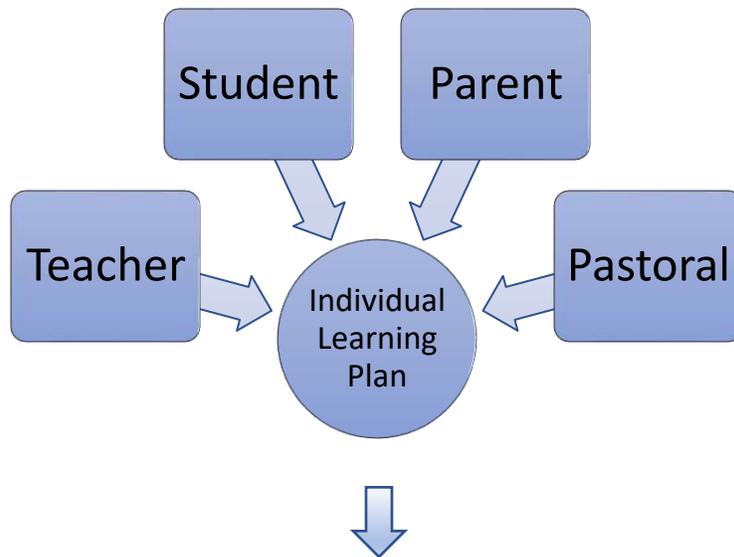
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EXECUTIVE PRINCIPAL

Introduction

In the Spring term of 2021, we began a 360° review to identify the impact of home learning on student engagement and progress. The aim of the review was to identify how Walton High can support students to move forward.

The two-stage process adopted is illustrated below.

Stage 1



Stage 2



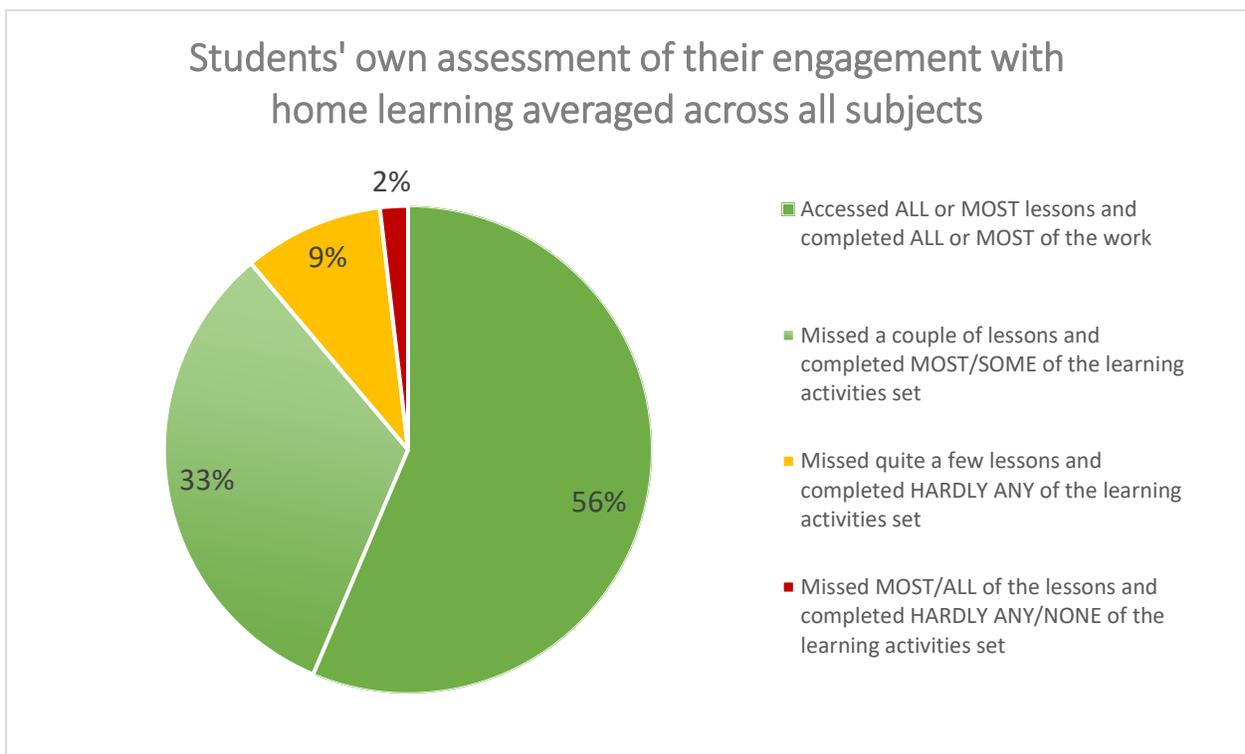
Student view

Tutors across all year groups had a one-to-one conversation via MS Teams with students in their group. The focus of this conversation was a survey that reflected on student engagement with home learning, the impact of teaching strategies used on progress and the student's level of concern. A total of 2,163 surveys were undertaken.

Key findings:

89% of students said they accessed most or all of their lessons and completed some or most of the learning activities set.

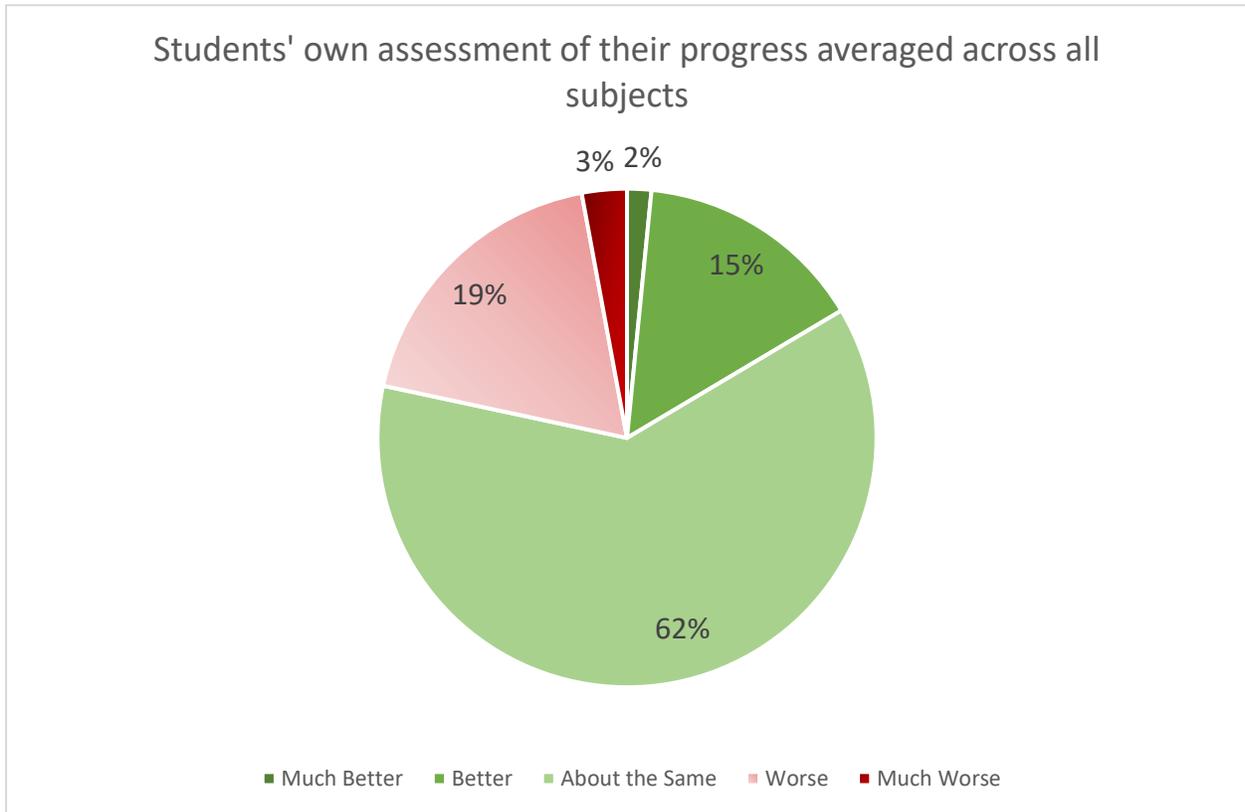
Only 2% of students said they did not engage with home learning, whilst another 9% missed quite a few lessons and completed hardly any of the learning activities. Disengagement levels were higher in Year 11 and Year 13 who cited the cancellation of external exams as the reason.



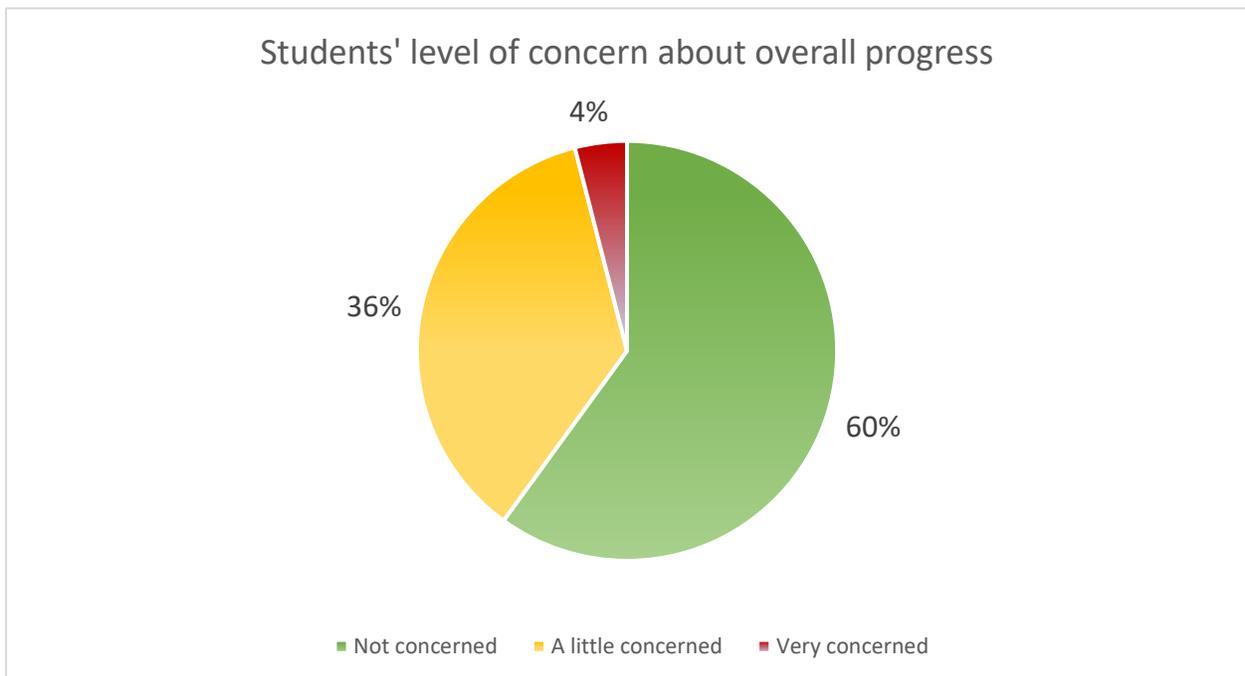
A wide range of teaching strategies were used across the curriculum. Students especially valued live and recorded lessons and the opportunity to engage with teachers via MS Teams.

79% of students (1,695) rated their average home learning progress as the same or better than school-based learning.

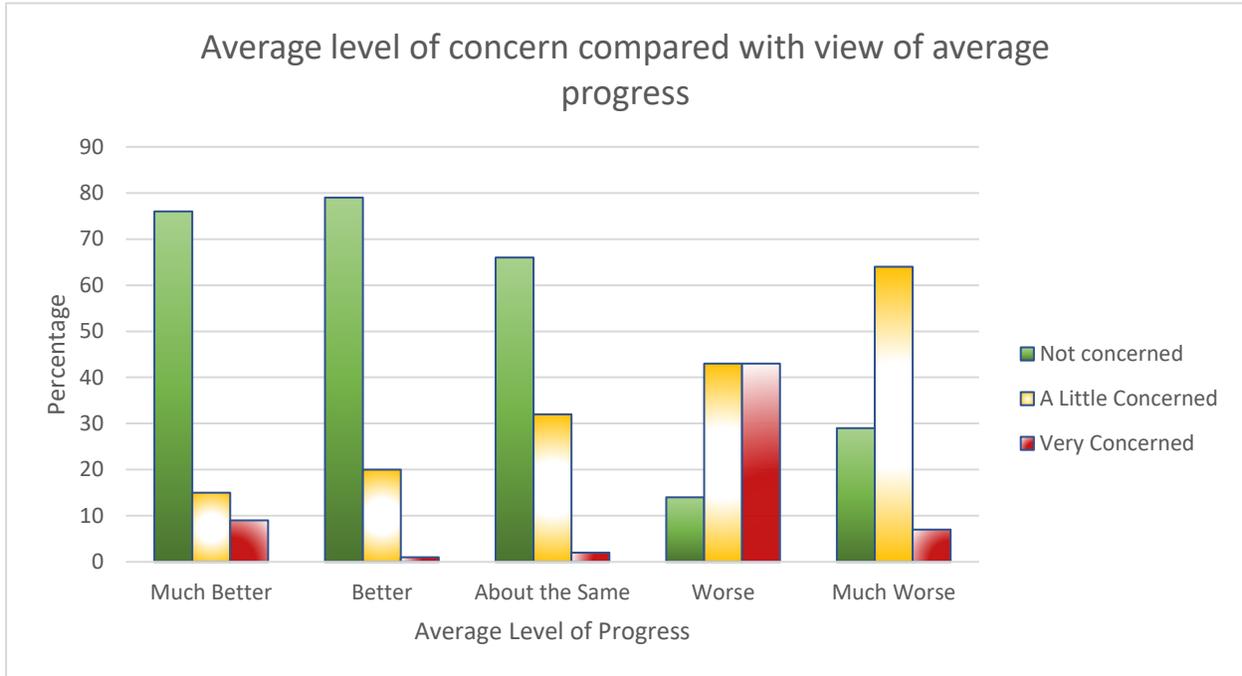
3% of students (63) rated their progress as 'much worse'. Most of these students were in the older year groups and unsurprisingly there was a correlation between lack of engagement in lessons and students reporting worse progress.



60% of students were not concerned about overall progress, whilst 36% were a little concerned.



Students who rated their home-learning progress as about the same or better (who were also more likely to report they had engaged well with lessons) were less likely to be concerned than those who felt they had made worse progress.



Tutorials for students in Year 11 and Year 13 also focused on “next steps” and their future plans. The Tutor spoke to each student about their aspirations and likely Post-16 pathway. This formed a key part of our continuing commitment to providing our students with high quality information, advice and guidance.

Subject teacher view

All teachers provided a review of student engagement and progress during the lockdown period using a RAG system. Red indicated the teacher had a serious concern about a student’s engagement and progress in their subject; Amber some concerns and Green no concerns.

There was a high level of agreement between a teacher’s assessment and the student’s own assessment.

The feedback from the teacher was used to produce an individual dashboard for each student. The pastoral team also contributed to this document.

This dashboard will inform the Tutor's completion of the Individual Learning Plans for each student in their Tutor Group.

Parent view

Parents with children in Years 7, 8, 9, 10 and 12 were invited to a twenty-minute tutorial. This provided an opportunity for parents to review the successes and challenges of home-learning as well as an opportunity to look forward.

Key headlines

1,326 appointments were booked of which 1,050 were attended.

Strengths:

- Most parents thought the communication from the school had been very good and most students who had received daily contact from Pastoral/Learning Support appreciated this.
- Some parents thought the home-learning formats that were used were organised and easy to use once they understood how to do this.
- Some parents believed their children got more from live lessons whereas other parents believed their children enjoyed the mixture of live and independent.

Main areas of concern:

- Lack of practical elements in vocational subjects.
- How gaps in learning will be filled whilst ensuring learning continues to move forward for all.
- Anxiety about how students would cope when the school reopened.
- Concern that children had missed social interaction with their friends.
- Most parents thought that students had missed enrichment activities.

Next steps:

1. Subject area plans

Every subject area has reviewed their Schemes of Learning and identified additional resources that will benefit all students or targeted individuals. These resources will be purchased over the summer for use/allocation from September 2021.

Subject areas have also identified the enrichment and study support sessions they will be offering after school from September.

2. Post-16 Induction fortnight

To support a smooth transition from Year 11 to Post-16, Walton High delivered a fortnight induction programme to both internal students progressing to Year 12 and external students from other schools transferring to Walton High in September.

3. Advanced Learning Days

A two-week programme of Advanced Learning Days is being delivered to address the concerns raised by parents and staff about students missing out on the wider range of experiences Walton High usually offers as part of its enriched extended curriculum.

4. Duke of Edinburgh's Award expeditions

The expeditions for the DofE Awards will take place before the end of the summer term.

5. Two-week Summer School for Year 6 into Year 7 children

To support a smooth transition, students in Year 6 moving to Walton High in September have been invited to a two-week Summer School. Over 200 children have signed up to participate in this event which will be held in early August.

6. Structure of the day from September 2021

To facilitate the re-introduction of enrichment activities and learning support, the morning staggered start will only be for Post-16 students. Students in Year 10 and Year 11 will revert to a 08:30 start, with the last lesson finishing at 15:00. Students will be able to use the school's study facilities or take part in activities until 16:30. (See Update 40 for more details)

7. Change to how Personal, Social, Health and Economic Education (PSHE) is delivered

Currently, PSHE is taught by Tutors during the Tutor session in the middle of the day. From September, it will be taught as a discrete subject by a team of specialist teachers. External agencies will still be used to deliver some aspects of the programme, especially on Advanced Learning Days.

8. Change to the use of the daily Tutor session

On four days a week, students will engage with the Read to Succeed programme. This will involve students silently reading a book of their choice for 30 minutes during their Tutor session. Each student in every Tutor Group will select a book for their class library.

Whilst the class is reading, Tutors will have one-to-one discussions with students to review their Individual Learning Plans. (See point 9 below and Annex A)

9. Individual Learning Plans

In discussion with the student, Tutors will construct a personal plan with a maximum of three areas on which to focus. These will actively encourage students to work on an area(s) of the curriculum or personal development. A key aspect of this will be the encouragement of engagement in extra-curricular activities, both in school and in the community, as well as identifying and removing barriers to learning and participation.

Strategies that will be available include:

- Subject
 - Access to an online learning platform
 - Course textbook for use at home
 - 3E's study support
 - 1:1 tuition
 - Small group intervention
 - Subject specific resources for use at home
 - Revision guides
- Pastoral
 - IT or internet support for home
 - Wellbeing support
 - Social skills support
 - Physical wellbeing support
 - Quiet study – after school use of the ILA/library
 - 3Es wellbeing support
 - Signposting to external support agencies
- Enrichment
 - Attendance at masterclasses
 - Peripatetic lessons
 - Duke of Edinburgh's Award Scheme
 - 3E's club attendance
 - Signposting to opportunities in the community

Appendix A – Individual Learning Plan Template

Individual Learning Plan			
Student:			Form:
Setting areas for development:			
Priority	1	2	3
Area for Development:	FREE TEXT FROM FORM		
Suggested Intervention /Support:	DROPDOWN INTERVENTION LIST		
SMART Target /Student Action:	FREE TEXT FROM FORM		
Review of Progress:			
Priority	1	2	3
Review 1			
Review 2			
Review 3			
Last updated by student and tutor:			