



Diocese of Middlesbrough



ALL SAINTS RC SCHOOL

Diocese of Middlesbrough
Head Teacher: Mrs S L Keelan-Beardsley



Upper Site: Mill Mount, York, YO24 1BJ * Tel: (01904) 647877 * Email: usreception@allsaints.york.sch.uk * Sixth Form: 6fadmin@allsaints.york.sch.uk
Lower Site: Nunnery Lane, York, YO23 1JG * Tel: (01904) 647877 * Email: lsreception@allsaints.york.sch.uk * Website: www.allsaints.york.sch.uk

Our Ref : SKE/SAR

22 January 2021

Dear Parent/ Carer and Student

Thank you for the large number of remote learning survey responses that we have received, we currently have a total of 797 responses. In addition to asking you for your views, we have also asked staff about their experiences of online learning. I am pleased to report that the style of learning we have provided at All Saints has been overwhelmingly well received. There have been a couple of comments about the use of recorded lessons as opposed to every lesson being totally live throughout and in response I thought that it was important to share with you the latest research provided by Ofsted on Monday 11 January.

6: Live lessons aren't always best

Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have a lot of advantages. They can make curriculum alignment easier, and can keep pupils' attention, not least as the teacher has more control over the learning environment. But live lessons are not always more effective than asynchronous approaches.

There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons produced externally can allow you to easily draw on high-quality lessons taught by expert subject teachers. The challenge here can be to make sure they are integrated with the curriculum.

Because evidence suggests that concentration online is shorter than the length of a typical lesson, filming a classroom lesson may be ineffective.

Different approaches to remote education suit different types of content and pupils. Mixed models may be effective in some cases. For example, you could use the so-called 'flipped learning' model. In this, new content is taught through an asynchronous recorded lesson. Practice, tutoring and feedback are then done synchronously.

At All Saints we were already providing a combination of these styles of learning and this is something that I will be encouraging staff to continue to deliver. In almost all lessons, we have some live content and lessons will start with a register, but the appropriateness of what is delivered is left to the subject experts and directed by Heads of Subject.

In the newsletter I highlighted your concerns regarding screen time. To try and mitigate this problem without diluting our learning offer, we have taken the decision to make the on-screen element of the lesson last for a maximum of 50 minutes with a gap of 10 minutes between lessons. Your children may be asked to use this gained time to consolidate learning (especially if they are in KS4 or KS5), but our view is that



Compassion



Truth



Respect



Forgiveness



Justice



Service



Gentleness



Humility



Stewardship

everyone must have a break from their screen. Staff are also having to spend hours preparing lessons using computers and so this is an issue we must address for everyone. Over the next few weeks we will investigate what else can be done to try and reduce the time children and staff are spending at computers.

In order not to confuse everyone, we have kept the lesson start time as normal. Students are expected to be prompt to their lessons, as there is now sufficient changeover time.

- Lesson 1 9.10am - 10.00am
- Lesson 2 10.10am - 11.00am
- Lesson 3 11.25am - 12.15pm
- Lesson 4 1.10pm - 2.00pm
- Lesson 5 2.25pm - 3.15pm

The staff survey highlighted the difficulties teachers were having in knowing whether all students were fully engaged in the lesson, as well as being able to identify whether students were ready to move on with their learning. Reviewing the possible advantages and disadvantages associated with the use of cameras, the following list has been compiled. It is not exhaustive and I am aware that there will be a variety of views. We are encouraging students to turn on cameras if they have access to one and staff will direct their use in line with their own lesson delivery.

Advantages of cameras on	Disadvantages of cameras on
Staff can easily check for understanding.	Some students might not have a safe space to work.
Staff can gauge the pace of the lesson more effectively and move on with the lesson in a timely manner. It is difficult to do this when staff can't see anyone.	Not everyone has a camera.
It is easier for staff to monitor how focused the students are when they can see them.	Students could distract each other with cameras on.
It is easier to make sure everyone is more involved in their learning.	Perceived lack of security for those who are anxious.
It is easier to receive feedback from the students.	
Staff know who they are talking to.	
Students can hold up work and therefore Staff have a quick reference to whether students are completing their work.	
Social interaction - students can see each other, this is something parents, students and teachers have mentioned in terms of supporting students emotional and mental wellbeing.	

We are not intending to make the use of cameras mandatory and with their use comes additional responsibility from students in terms of their support of safeguarding. This also applies to parents and it is important that unless arrangements have been made with Mrs Blanckley-Sharp, parents are not involved in lessons.

We will leave the decision for camera use to you as a family, but for the learning reasons outlined above, I would encourage your children to switch them on, unless asked not to by their teacher.

There are a large number of other suggestions you have made regarding social time, homework and PE as well as other aspects of learning. Thank you for taking the time to respond. We will go through your views carefully and where we can, try and incorporate them into our future planning.

The PE staff are currently supervising key worker and vulnerable students in school when they have core PE and therefore they are not able to provide live lessons. Please encourage your son/daughter to take part in the physical activity challenges that have been set. This does not apply to exam PE groups who should be receiving live lessons.

From next week we will be sending out weekly assemblies for your children to watch. These will follow the theme of the week and are an important part of our commitment to the spiritual development of our young people.

As a school we are having to respond to many external changes in policy and react quickly to the needs of our learners. We are trying to work with students and families and do the best we can to support our young people to learn. It is impossible to satisfy everyone's wishes all the time, but I hope that you can support the changes we have made in the spirit we have made them.

Yours sincerely

A handwritten signature in cursive script that reads "SL Keelan-Beardsley". The signature is written in black ink and has a long, sweeping underline that extends to the right.

Mrs S L Keelan-Beardsley
HEADTEACHER