



Dear Parent/Carer

5th June 2020

May I take this opportunity to update you on our remote teaching strategy. We are now well into our second phase of remote learning and our strategy continues to evolve as both staff and students become familiar with the new skills and demands that remote learning requires. Thank you once again for your feedback via the surveys a few weeks ago; your comments have been instrumental in the ongoing development of the strategy.

The main changes to the strategy have been to increase the responsive nature of the teaching your son experiences. In brief, we have:

- Decreased the amount of work set for students in Years 7, 8 and 9 as many students felt overwhelmed by its volume; there has also been an emphasis of consolidating and checking the understanding of the topics.
- Increased the amount of feedback that your son receives. All students should now receive more feedback on their work and those in Years 7, 8 and 9 will have **at least** two formal pieces of work assessed this term. Students will also have received feedback via such platforms as Loom or Streams videos.
- Simplified and streamlined the instructions given to students. We have, in particular, broken larger tasks into smaller, lesson sized pieces of work. Hopefully, students now see a much clearer structure to the work allowing them to plan their time more effectively.
- Increased the interactivity of the teaching. Many students are now receiving guidance from their teachers via video presentations on Stream and Loom. The number of live lessons has also increased significantly over the last two weeks and I am sure that your son is enjoying being part of these more responsive lessons.

This second phase is mainly focused on a blended approach of both synchronous (live interactions, in real time) and asynchronous (non-live) teaching. The Teams application is now being used more widely as it provides a platform for delivering live lessons, allows for a dialogue with classes in real time and for the delivery of feedback on students' work. This 'mixed economy' approach hopefully allows students to work independently and, increasingly, lets them interact with their peers and teachers in a meaningful dialogue.

We do appreciate that remote learning can be a challenge, particularly for the younger student. Working independently requires the key self-regulation skills of planning and organising study time effectively. These skills, although difficult to acquire, are important for success in school and will stand your son in good stead as an independent learner for his future studies both in school and in the world.

We continue to review and refine the strategy in order to improve the teaching experience your son receives. If you have any observations or comments please get in touch with myself directly.

Yours faithfully

Dr Emyr Thomas – Assistant Head (Teaching and Learning)