

# Development priorities

Update: December 2020

## Managing a safe return

**Impact on staff**  
handled for safety,  
well-being and  
effective working

**Impact on students**  
handled for safety,  
well-being and  
effective learning

Continuation of remote work handled fairly and  
to best effect

Site managed safely with clear procedures and  
thorough risk assessments

## Managing the impact of school closure

**Assessment** to identify  
gaps in learning:

Year 6 into 7 transition:  
impact of remote learning  
and lack of SATs data

Year 11 pupils for external  
exams

Returning pupils in Years 8-  
10

Implications for exams in 2021: understanding  
and responding effectively to key priorities

**Impact on students' wellbeing:**

Acute concerns: CP concerns; trauma; bereavement  
Financial implications  
General and societal impact

**Behaviour:**

Establish and ensure consistency – including appropriate training  
Year 9 groupings to lead to positive behaviour for learning  
Impact of school closure on behaviour addressed  
Behaviour protocol for safety in school established and followed

Impact on **PR and CPL** handled effectively –  
including properly addressing impact on NQTs  
and RQTs of missed professional development

## Pre-existing priorities

**Addressing gaps in learning:**

Disadvantaged pupils  
SEND/ low-prior-attaining pupils  
Gender  
Areas of the curriculum

Ongoing **curriculum development** including tailored  
pathway and range of courses to suit all learners

**IT strategy development:**

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Use of CATalogue  
Developments from remote learning integrated

**Provision for most able:**

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- Separate wing model: broadly successful; adapted approach to student movement once familiar with routes
- Specialist spaces vs adapted curriculum
- Approach to positive cases: well-received
- Evolving: masks, queues, seating plans, staggered ends
- Staff screening
- Remote parents' eve, open eve, guidance process
- Continuing need to educate about safety requirements
  
- Huge thanks and recognition

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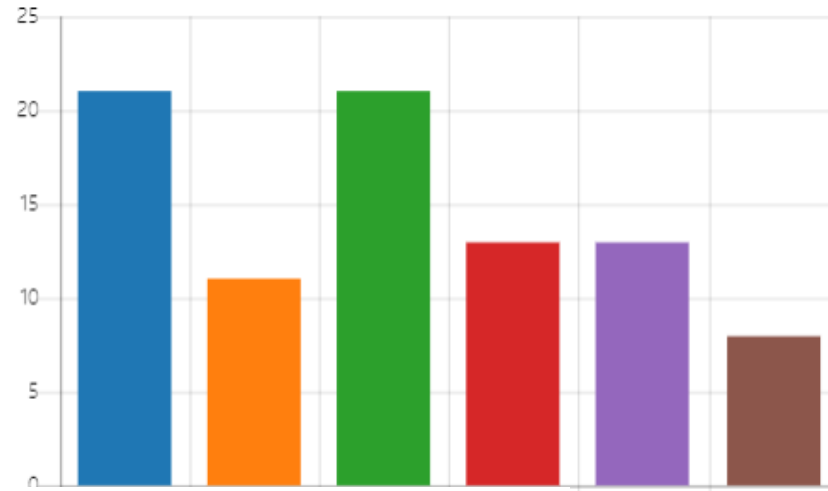
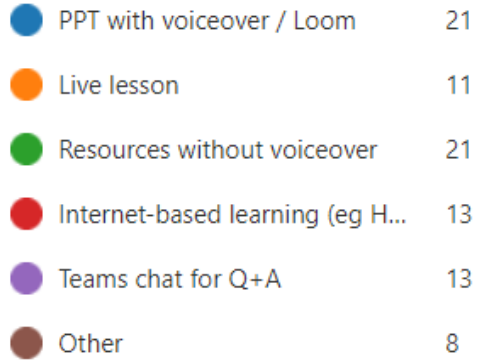
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## Remote learning:

- Outlined on website: approach to provision for individuals isolating (work on Teams) and for bubble closure invoked so far.
- Striking balance
- Teacher / HOD discretion as to most effective way of providing work during bubble closure.

## 1. Which of the following approaches have you used? (Tick all that apply)

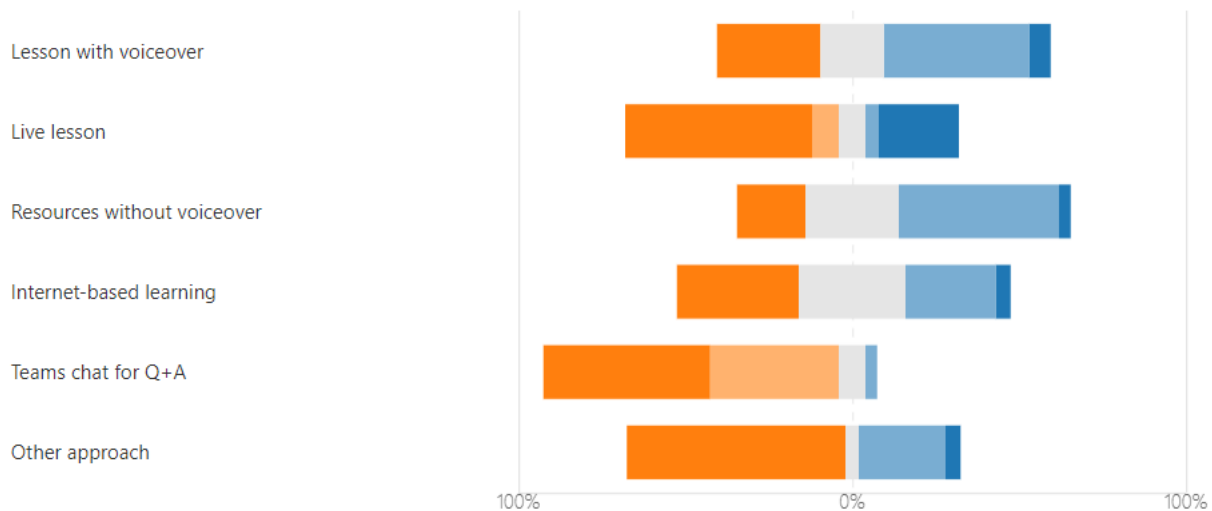
[More Details](#)



## 2. How well did each work in terms of student engagement and outcomes?

[More Details](#)

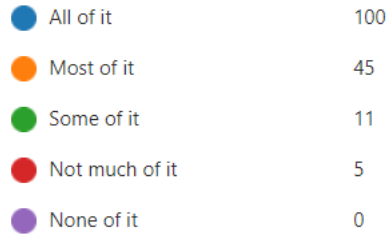
■ Did not use 
 ■ Not well 
 ■ Mixed 
 ■ Quite well 
 ■ Very well



- Turn-in rates higher in higher sets
- In many cases the children who don't turn in work are the ones known to the Year Team – and the method of teaching makes little difference
- Teams chat didn't really help
- Live lessons were engaging but not always well attended or more effective for learning
- Workload for teachers increased
- IT was well-supported at teacher end but pupils experienced some difficulties (with a difference between ipad and PC/laptop)
- Frustration regarding pupils now at different points: would probably consolidate next time, rather than teach new material

### 1. How much of the work that was set for you did you complete?

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### 2. How proud were you of the work you did, overall? (1 = not at all proud; 5 = really proud)

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[Insights](#)

69% rated between "4-5" for this question

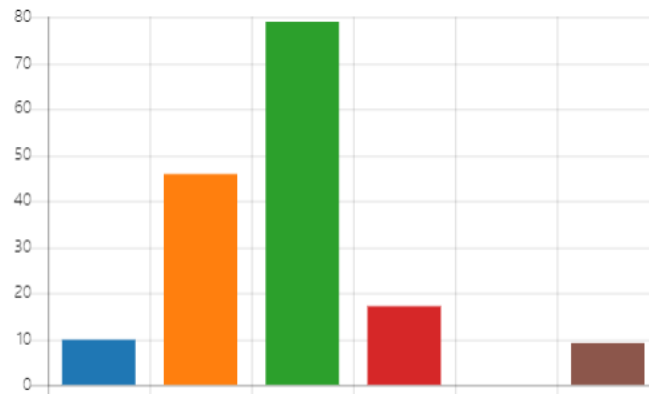
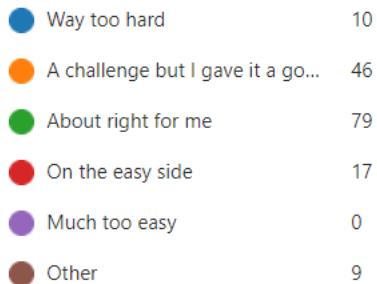
Score distribution



[Pin to question](#) [Hide Details](#)

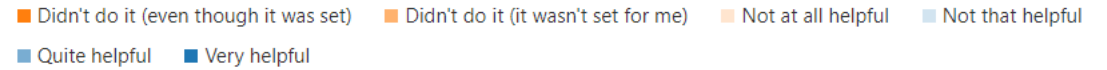
### 3. Did you think that the work was usually:

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### 4. How helpful did you find each way of working, for you to learn?

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Live lesson

Lesson with voiceover

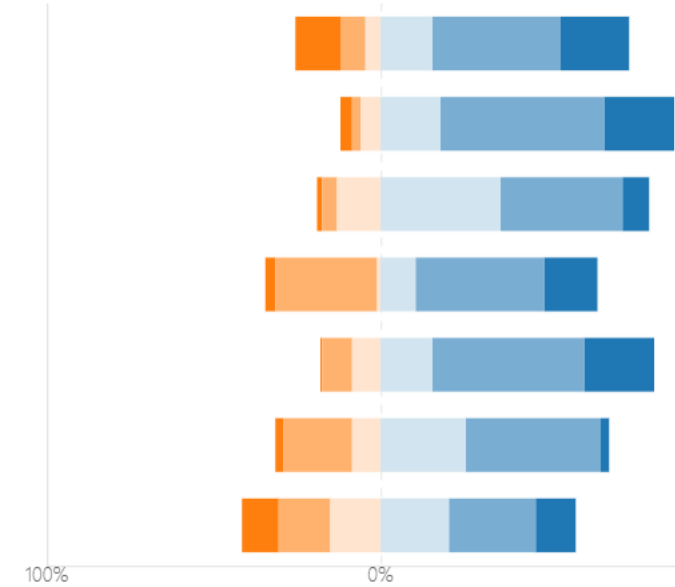
Lesson with no voiceover

Tutorial video (eg showing Art method)

Internet-based activity (like Hegarty maths)

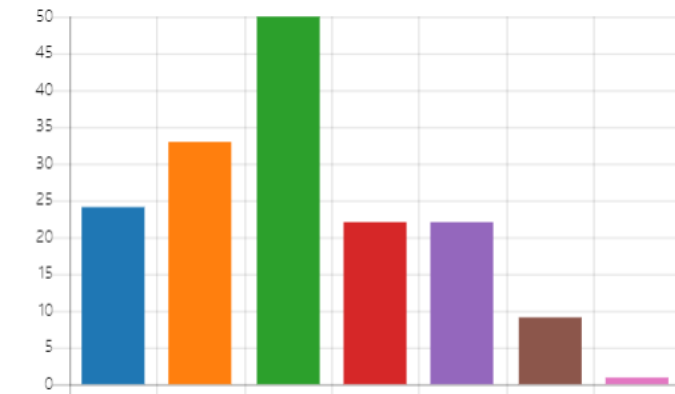
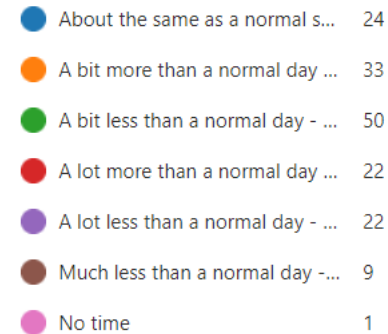
Other kind of work

Teams chat to ask questions



### 6. How much time did you spend on your schoolwork, on average, each day?

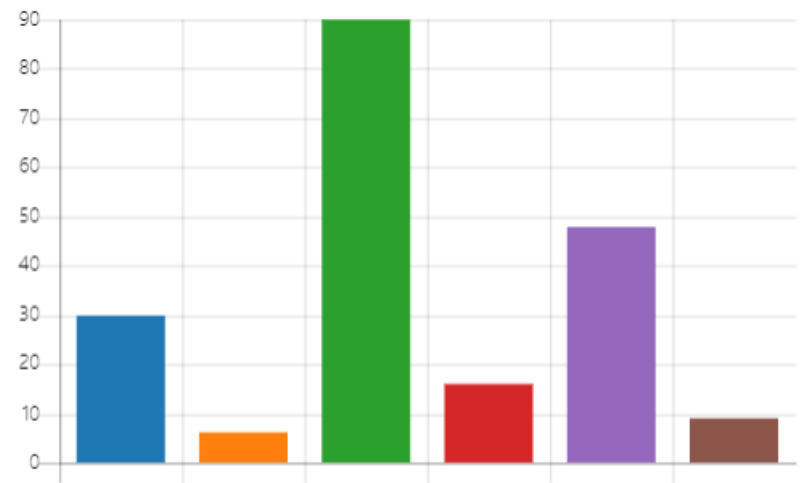
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7. If you needed to ask your teacher a question, did you:

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- Use the Teams chat - it was he... 30
- Use the Teams chat - it wasn't ... 6
- Email - it was helpful 90
- Email - it wasn't helpful 16
- I didn't need to ask a question 48
- Other 9



- would welcome more feedback
- some technical frustrations
- recognised that methods were helpful to different degrees in different subjects
- mixed picture in terms of what was most helpful – usually either ppt with video or live lesson
- most challenging aspect was being motivated, avoiding distractions, and working for longer than usual

10. What did you feel about the phone call from your tutor?

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- It was nice to get a call 30
- I didn't like being called 26
- I didn't get a call 91
- Other 14



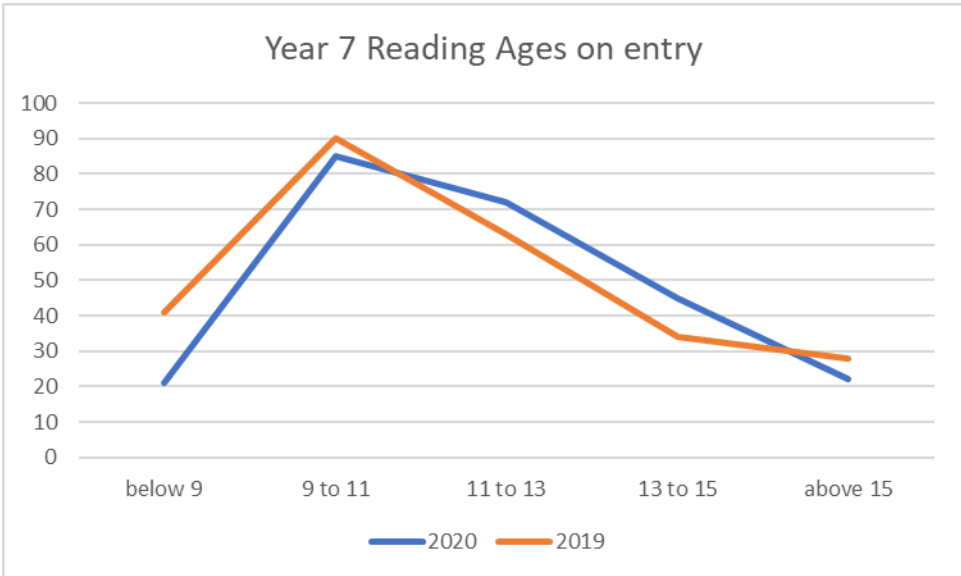
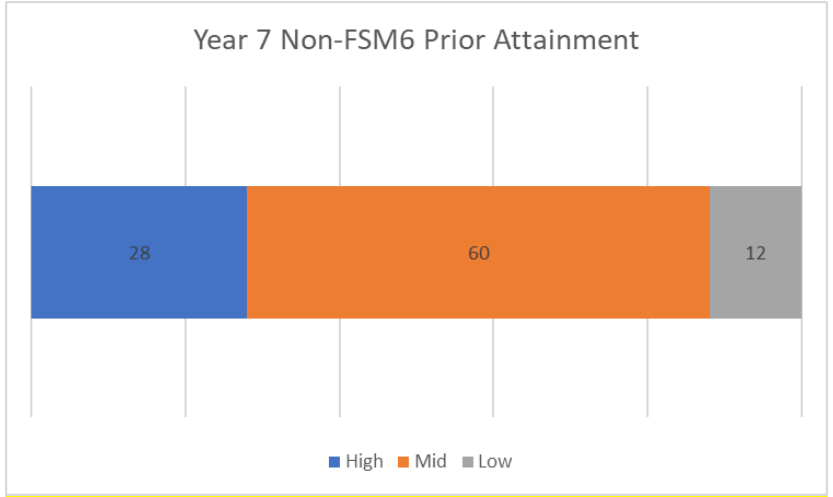
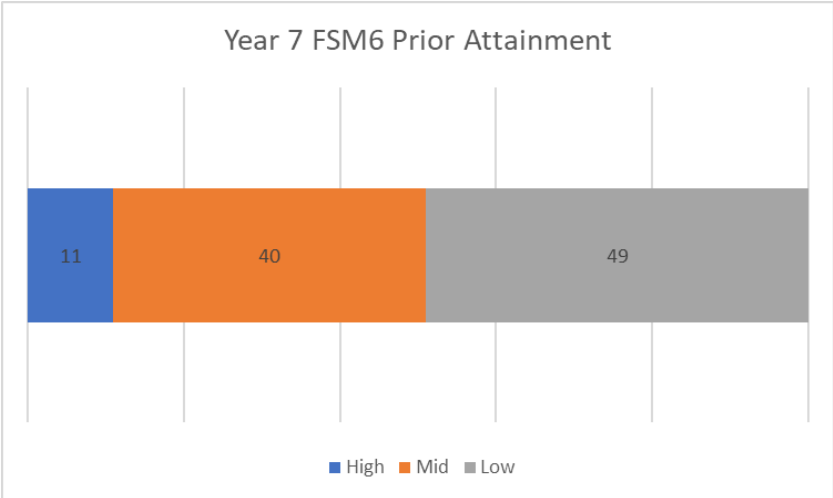
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**Assessment to identify gaps in learning:**

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# Assessment

- Year 7:
- Reading age
- CAT data
  - HOD training
  - baselining
  - disadvantaged gap



	2020	2019
below 9	21	41
9 to 11	85	90
11 to 13	72	63
13 to 15	45	34
above 15	22	28
<b>Total</b>	<b>245</b>	<b>256</b>



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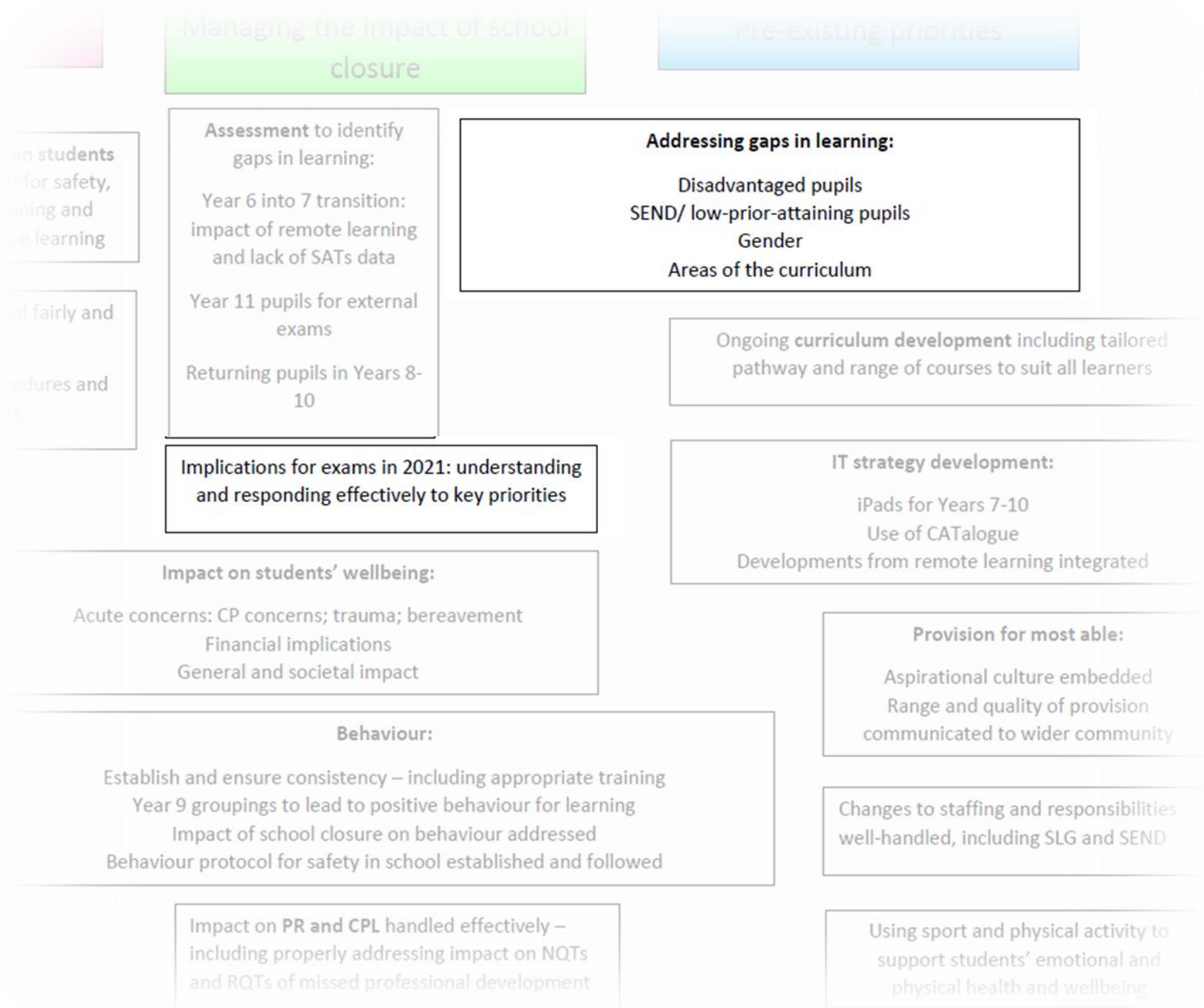
## Assessment

- Year 11:
- Projections – based on early assessments
- Mocks currently; will re-project Jan
  
- Years 7-10:
- Reporting currently

Student demographic	Percentage of subjects taken in which cohort is on average projected below FFT 20	Percentage of subjects taken in which cohort is on average projected below teacher target
All	30	30
FSM6	40	38
Non-FSM6	28	29
Boys	31	32
Girls	28	28
HPA	32	29
MPA	30	33
LPA	26	29
SEND (K)	33	33
SEND (E)	39	35

Cohort size becomes potentially meaningless for purposes of comparison – but LPA FSM6 Boys are 63% / 58%

Broadly similar to this point last year for Year 11 (but lower than this year group in Feb)



**Catch-up remit:**

- Year 11 focus: after-school tuition and revision
- Year 8 and 9 focus: intervention teachers
- Year 7: groupings; curriculum adaptations

## closure

on students  
for safety,  
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Implications for exams in 2021: understanding  
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### Addressing gaps in learning:

Disadvantaged pupils  
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Gender  
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Ongoing curriculum development including tailored  
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### IT strategy development:

iPads for Years 7-10  
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Developments from remote learning integrated

### Provision for most able:

Aspirational culture embedded  
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### Impact on students' wellbeing:

Acute concerns: CP concerns; trauma; bereavement  
Financial implications  
General and societal impact

### Behaviour:

Establish and ensure consistency – including appropriate training  
Year 9 groupings to lead to positive behaviour for learning  
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Impact on PR and CPL handled effectively –  
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- Counselling: access
- Behaviour: continuing focus for training and development (DW INSET)
- Systems – have had to adapt
- Year 9 groupings: positive impact in classroom
- KU role – counselling, SEND, AP; consequent impact on PB role - behaviour focus

## Measuring the impact of school closure

## Pre-existing priorities

Assessment to identify gaps in learning:  
6 into 7 transition:  
Lack of remote learning  
Lack of SATs data  
11 pupils for external exams  
Missing pupils in Years 8-10

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Disadvantaged pupils  
SEND/ low-prior-attaining pupils  
Gender  
Areas of the curriculum

Ongoing **curriculum development** including tailored pathway and range of courses to suit all learners

Preparations for exams in 2021: understanding responding effectively to key priorities

**IT strategy development:**  
iPads for Years 7-10  
Use of CATalogue  
Developments from remote learning integrated

Students' wellbeing:  
Mental health concerns; trauma; bereavement  
Financial implications  
Social and societal impact

**Provision for most able:**  
Aspirational culture embedded  
Range and quality of provision communicated to wider community

**Behaviour:**  
Ensure consistency – including appropriate training  
Steps to lead to positive behaviour for learning  
Impact of school closure on behaviour addressed  
School safety protocol established and followed

Changes to staffing and responsibilities well-handled, including SLG and SEND

Impact on PR and CPL handled effectively –  
Properly addressing impact on NQTs  
NQTs of missed professional development

Using sport and physical activity to support students' emotional and physical health and wellbeing

- Curriculum development: new offers for 2021
- IT strategy: embedded
  - CATalogue – Cross-Trust use
- Most able provision
- NQT mentoring time