

Supporting Quality School and Remote Education

A Self-Review Audit and Guide for Schools

COVID Recovery

The impact of COVID19 has been and is continuing to be profound upon the learning and life chances of Lincolnshire's children and young people. The effect of this on our communities will be felt for years to come. Schools and settings are at the heart of our communities and are essential in developing happy, healthy pupils who will become productive citizens in the world. Without the successful work of schools both local and national productivity would slump and families would suffer further. In order to support all of the children in your care, along with their families, now and into the future, curriculum design and the quality of education is vital.

Schools now need to plan for a long term phased recovery towards education as we know and want it and this needs to be adapted and refined at each stage.



DFE Guidance for full opening (schools) published on 2nd July 2020, states:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

'The key principles that underpin our advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.
- Aim to return to the school's normal curriculum in all subjects by summer term 2021.
- Plan on the basis of the educational needs of pupils
- Develop remote education so that it is integrated into school curriculum planning'

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'

With this in mind, leaders need to consider the curriculum in the context of two 'sites': The school site and the home site. Both have a different and essential part to play in the quality of education the school provides. Both provide very different opportunities and challenges which schools needs to identify and navigate over the coming months in order to help pupils make good progress and close educational gaps. It is even more important in a COVID19 world that the 'what' and the 'how' of the curriculum are carefully planned when considering Quality of Education.

INTENT – IMPLEMENTATION – IMPACT

This audit has been formulated to support Leaders in reviewing the whole curriculum offer and could be used to audit specific areas of the curriculum. If you are delegating elements of the review, you may find Appendix A useful.

1. Considering the Quality of Education in your school	Research, resources or documentation that support this aspect
<p><i>Consider how COVID19 transition is supported. Use your current curriculum intent as the starting point to audit your curriculum and how you will adapt its content and delivery in the initial phase. Remember that the curriculum is the totality of pupil experience in your 'school' which will include remote learning.</i></p> <p>Questions for Leaders</p> <ul style="list-style-type: none"> • Have you identified all of the COVID related concerns and potential barriers for pupils, particularly the most vulnerable, at point of transition back to school? Have you considered a broad evidence base including exploring what families, pupils and community partners say they want and need from the curriculum? • Does the intent of your school 'recovery' curriculum need updating to reflect these new concerns and potential barriers as a result of Covid-19? If so, is the updated intent accessible to, known and understood by all stakeholders? • To what extent does the curriculum intend for pupils to thrive academically, socially and culturally at each stage of recovery? • Have you considered the short, medium and long term intent of your recovery curriculum? What will need to happen first? How is your curriculum designed to respond to and reflect the challenges pupils will face now, as they transition to a new year group or key stage and in the future - in their locality and the wider world? • How will you assess where your pupils are and to what extent they have thrived/been hindered by COVID 19 lockdown? • How will you ensure that teacher assessments are robust and valid so they can be 	<p>https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact</p> <p>DFE adapting teaching practice for remote education</p> <p>How we plan for the return to the classrooms, playgrounds and corridors of schools</p> <p>Mary Myatt: a recovery curriculum or recovery conversations</p> <p>Healthy Minds Lincolnshire</p> <p>Mary Meredith: five-ways-to-help-children-heal-when-schools-reopen</p> <p>Mary Meredith- School recovery through PACE</p> <p>Supporting Transitions</p> <p>place2be.org.uk: Coronavirus-helping-children-to-process-loss</p>

<p>used precisely to map the curriculum in the short, medium and long term?</p> <ul style="list-style-type: none"> • How does the curriculum intent and design reflect the ambition to ensure that all groups of pupils, especially those who are or have been disadvantaged by Covid -19 and those with special educational needs, make gains in knowledge and skills sufficiently well so they can make good progress and catch up quickly? • Does the curriculum include structured opportunities to support pupil transition at each stage through COVID19 recovery- taking into consideration wellbeing, personal development and education? • How well does the curriculum support pupils' aspirations and transition to their next stage of education, training or work? • Is the curriculum intent reflected in your school development plan priorities? • What agencies and services are most needed to support the pupils in their transition back into school and to provide the environment in which children are able to make strong progress in learning and development? 	
<h2>2. Shaping the COVID-19 Curriculum Content Phased Recovery</h2>	<p>Research, resources or documentation that support this aspect</p>
<p>Key Questions</p> <ul style="list-style-type: none"> • Have you mapped the content of your Covid-19 recovery curriculum in the light of teaching across 2 (or more) sites – home and school? • Have you identified any challenges for delivering high quality <i>remote</i> education and adapted curriculum content in response to this? • In identifying barriers, how will you creatively overcome them to ensure the most vulnerable have equality of access and enhanced provision? • How can you use partnerships with other schools/businesses/the local community to enhance the curriculum? • How will you ensure that the curriculum across your school, or specific area of responsibility, promote the school's ethos and the pupils' wellbeing, social development and resilience? • Is the curriculum central to your planning for pupils' re-integration to school and the return to 'normal' in the future? • In addressing identified barriers to delivering a high quality of education for all, is this prioritised in financial planning and use of pupil premium? How is sustainability planned throughout the recovery phase (potentially spanning 3 financial years)? 	<p>SSAT 'Principled Curriculum Design' SSAT October 2013, Dylan William, P 30 '<i>Vertically integrated</i>'</p> <p>DfE Gov.uk: covid-19 online education resources https://www.bbc.co.uk/bitesize</p> <p>DFE Resource Management https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool https://www.gov.uk/guidance/school-resource-management-checklist</p> <p>Gov: Use and perceptions of curriculum support resources in schools.pdf</p> <p>EEF EEF: covid-19-resources for schools EEF: covid-19-resources to share with parents</p>

3. COVID-19 Leadership and Governance	Research, resources or documentation that support this aspect
<p>Key Questions</p> <ul style="list-style-type: none"> • Have you revisited your SSE and strategic plan in the light of the current crisis and accounted for the changes that need to be made? • Is your strategic plan comprehensive and robust? Does it contain clear priorities, milestones and actions with timelines and success criteria at each phase of recovery? • Is it clear who does what? • Are the links to and expectations of external partners and agencies explicit in your planning? • How are roles and responsibilities targeted to respond to the current priorities relating to the challenges of delivering a two/many site curriculum? • Do leaders have the experience, knowledge and understanding to develop their curriculum and do this effectively? Teachers? Other adults? • Are leaders' expectations clear so that teachers' use of assessment is relevant, efficient and effective? • Have policies and protocols been adapted to take into account the requirements of the COVID landscape and the needs of vulnerable children or those struggling to return to 'normal' education? • Are policies and planning accessible and clear so that opportunities to develop assessment to inform future teaching are well developed and assessment is used to inform the teaching of the curriculum well? • Have leaders established a supportive, reflective and robust system of moderation which ensures standardisation, reliability of assessment judgments and planned next steps? • How will leaders adapt systems for monitoring Quality of Education? • Do regular reviews by leaders consider the opportunities and challenges in these contexts? • How do leaders consider staff workload and well-being in the development and delivery of curriculum? • How do leaders support and encourage parents to have a greater involvement in their child's learning through the curriculum? • Is communication with parents and the wider community effective in conveying a common understanding of the intent and impact of the curriculum in your subject and how this is being adapted in response to COVID-19? • How is the school ensuring governors undertake their statutory duties in the current crisis? • What additional support/training is required for governors to monitor, challenge and support leaders and teachers where a two/multi-site education is taking place? 	<p>EEF <u>'Putting Evidence to Work - A school's guide to implementation'</u> <i>applicable to any school improvement decision - Explore, Prepare, Deliver, Sustain.</i></p> <p>DFE Supporting Early Careers Teachers <u>https://www.gov.uk/government/publications/supporting-early-career-teachers</u></p> <p>Mobilise Project Resources <u>mobilise-project</u></p>

APPENDIX A: Additional audit tool

Considering the delivery of the curriculum across phases and transition points through COVID-19 recovery <i>Complete this section for your whole school, phase or subject area taking into consideration Home and School.</i>	Area of Responsibility: _____											
	Key stage 1 Home			Key stage 1 School			Key stage 2 Home			Key stage 2 School		
	R	A	G	R	A	G	R	A	G	R	A	G
Have you specified what can or must be taught in school and what can be taught remotely?												
To what extent do you have the resources, at present, to deliver your vision and close gaps?												
Have you planned to direct or attract resources to deliver what is needed?												
How will teachers assess the retention of prior learning and gaps in knowledge pupils have when they arrive at school?												
Does your curriculum give all pupils, particularly disadvantaged pupils and including pupils with SEND, the opportunities to make up gaps in knowledge across the broad curriculum and cultural capital they need to succeed in life?												
Is the curriculum coherently planned and sequenced, with an accurate understanding of pupils starting points, towards cumulatively sufficient knowledge and skills for future learning and employment?												
How robust is your planning so that the curriculum will be adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence?												
Are you clear about what is being taught and when it is being taught?												
How will teachers and leaders able to support and develop pupils' social and cultural capital and skills – particularly the most vulnerable?												
How will teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught remotely and in school?												
How will teachers check pupils' understanding systematically and identify misconceptions accurately?												

APPENDIX 1

How will teachers provide clear, direct feedback to pupils?								
How will teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches?								
Are materials and techniques well-tailored to support the aims of the school and intent of the curriculum, to develop skills for future learning and employment? How quickly are pupils making progress and/or catching up?								
Is the curriculum designed, in your subject, over time so that pupils will remember and connect steps they have been taught?								
Have you incorporated planning for the necessary knowledge needed for pupils to become independent and resilient learners, problem solvers and thinkers?								
Are there activities for teachers to use to ensure knowledge gains for different types of learners?								
How will teachers create an environment that focuses on pupils?								
To what extent are parents supported (and able) to facilitate and support and consolidate their children's education?								
How will technology enhance pupils' learning?								
Are pupils' attitudes to their education are positive?								
How will you successfully engage pupils to be committed to their learning?								
Do pupils have high attendance in school/engagement in home learning?								
Are relationships among pupils and staff positive and respectful? Are pupils safe and do they feel safe?								
Is there a robust CPD plan in place to support teachers and leaders in delivering the curriculum and supporting families and children?								
Has the plan for CPD responded to teachers' and leaders' specific needs, particularly relating to supporting remote learning and use of technologies, in order to deliver high quality of education?								
How will you ensure that pupils read widely and often, with fluency and comprehension appropriate to their age?								

How will you ensure that pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age?											
--	--	--	--	--	--	--	--	--	--	--	--

This page is intentionally left blank