PERINS SCHOOL

RECOVERING LEARNING

SEPTEMBER 2020

¹RECOVERY AT PERINS

On 20th March 2020, we closed the doors to Perins for the majority of our students due to covid. As the weeks and months passed, we have been able to open for students in year 10 for sessions with each of their teachers and for new year 7 students to meet their tutors (and each other!). I am delighted that we are now in a position to welcome back all students, though there have been a few necessary changes. The purpose of these papers are to share plans, inform you of changes and establish new routines and procedures for the safe opening if the school.

Most importantly, there is a focus on the recovery of students learning. May I apologise in advance for the amount of information and number of pages, though I wanted to include as much detail as possible in order to reassure every student, parents and member of staff that we have effective plans in place for a seamless return. in addition, I have included plans for increased provision should we be needed to provide home learning to all, some or individual students in the future.

It has been a long process getting to this stage and we have had many ups and downs along the way. Moving forward, I am confident that the lessons learnt during this period, the new systems we have discovered, the new modes of learning and strategies we have been led to discover will pave the way for a new era at Perins, dare I say it, even better than before closure.

What has been evident throughout the lockdown period is how strong we are together as a community. your support and encouragement throughout has been outstanding, the students input, attitudes and resilience has been second to none and the commitment of the staff has made me proud to

be the Headteacher of such a wonderful school community. Towards the end of this information, there are details of a new system for greater involvement of parents, staff and the wider community through our Local Advisory Boards. I urge any parent that has the experience, knowledge and passion to be involved in these in the new year.

I hope that the wide-scale closure of schools is behind us and that we will look back with fond memories of the time spent with families. For Perins, I am confident that the lessons learnt, the systems we now have in place and the new skill sets we have all acquired over this period will place us in an enviable position that once we have recovered the learning due to the closure, we will have a lasting positive legacy and will look back at this as a time of rapid development where teaching and learning at Perins moved to the next level.

We will of course, support all students and families through this period of return and we know for some it will be a difficult transition back into full time formal education. our staff have undergone extensive training to cope with all eventualities and we have ensured that well-being and the mental health of students and staff has been t the forefront of all of our plans. We are only a phone call, email and (now!) a Microsoft Teams meeting away. If there is one thing that we should take from this period, it is how important the partnership between school and home is. I thank-you for all of the work you have done providing home education during this closure period and encourage this closer working relationship to continue. You will see programmes such as 'Elevate' and 'Live N Learn' where parent involvement is essential, new software 'Earwig' where you will have a day today 'real-time' update of your child's learning and class-charts where rewards, behaviour and well-being information will be shared.

I am hopeful we can meet face to face in the near future but until we are able to do so could I ask that any meetings with staff are 'virtual' for the first half term at least and that you let us know through the usual means (email, phone) if there are any issues with your child(ren).

Steve Jones

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BACKGROUND/ GOVERNMENT

There have been numerous papers issued by the DfE and wider government during the covid period. I have included the most recent guidance in order to provide a background for the need for change and to provide insight into the restrictions at this current time.

GOV.UK

WHAT PARENTS AND CARERS NEED TO KNOW ABOUT EARLY YEARS PROVIDERS, SCHOOLS AND COLLEGES IN THE AUTUMN TERM UPDATED 31 JULY 2020 (HTTPS:// WWW.GOV.UK/ GOVERNMENT/ PUBLICATIONS/WHAT-PARENTS-AND-CARERS-NEED-TO-KNOW-ABOUT-EARLY-YEARS-PROVIDERS-SCHOOLS-AND-COLLEGES-DURING-THE-CORONAVIRUS-COVID-19-OUTBREAK/WHAT-PARENTS-AND-CARERS-NEED-TO-KNOW-ABOUT-EARLY-YEARS-PROVIDERS-SCHOOLS-AND-COLLEGES-IN-THE-AUTUMN-TERM)

Welcoming children and young people back to school and college

It is the government's plan that all children and young people, in all year groups, will return to school and college full time from the beginning of the autumn term.

The prevalence of coronavirus (COVID-19) has decreased since schools and colleges restricted their opening to most pupils in March, the NHS Test and Trace system is up and running and we understand more about the measures that need to be in place to create safer environments in schools. As a result, the government has asked schools and colleges to plan for all children and young people to return from the start of the new academic year.

The scientific evidence shows that coronavirus (COVID-19) presents a much lower risk to children than adults of becoming severely ill, and there is no evidence that children transmit the disease any more than adults. Of course, there will still be risks while coronavirus (COVID-19) remains in the community, and that is why schools and colleges will be asked to put in place a range of protective measures.

In order to effectively manage the risks that remain, things will be a bit different when children and young people return to school and college for the new academic year. This guidance sets out some of the changes and protective measures the government is asking schools and colleges to put in place and what parents, carers, children and young people will need to do to help ensure schools and colleges are as safe as possible for everyone.

Parents of children with special educational needs and disabilities (SEND) should also refer to the separate guidance for full opening of special schools and other specialist settings.

Your child's school or college will be able to give you more information about the specific measures they have put in place.

Children returning to nurseries, childminders and other early years providers

Children attending nurseries and childminders were able to return from 1 June, and from 20 July early years providers can return to their usual practice without limiting group sizes. This is due to the fact that the prevalence of the virus has fallen, the NHS Test and Trace system is up and running, and the scientific evidence shows that coronavirus (COVID-19) presents a much lower risk to children than adults. In addition, early years settings are on average much smaller than schools, allowing a less restrictive approach to mixing than in schools. Beyond this change to groups, early years providers will be following the same protective measures as schools. Read more about these protective measures in the actions for schools during the coronavirus outbreak guidance. This includes cleaning hands more often, enhanced cleaning of frequently touched surfaces and ensuring good respiratory hygiene, as well as ensuring that anyone with symptoms themselves or in their household does not attend.

Attendance in nurseries, childminders and other early years providers remains optional, but we strongly encourage you to take up a place for your child. You can check if your child is eligible for any of the free childcare entitlements, worth on average £2,500 a year to parents of 2 year olds, and up to £5,000 a year to parents of 3 and 4 year olds, on the Childcare Choices website.

Nurseries and childminders are wonderful places for children to learn and have fun with friends, which supports their development and their overall wellbeing. Attending childcare can be an exciting and joyful experience for children and can also help provide a routine as they develop their social skills. Early years education is an important stage for children where they can flourish and get the best start in life.

School and college attendance

It is vital that children and young people return to school and college - for their educational progress, for their wellbeing, and for their wider development. School and college attendance will again be mandatory from the beginning of the new academic year. For parents and carers of children of

compulsory school age, this means that the legal duty on you as a parent to send your child to school regularly will apply.

A small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19). If your child is unable to attend school or college for this reason, you should talk to your school or college about what support is in place in terms of remote education.

Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means, that the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. See the guidance on shielding and protecting people defined on medical grounds as extremely vulnerable for the current advice.

Some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).

Where children are not able to attend school as parents are following clinical and/or public health advice, the absence will not be penalised.

If you have concerns about your child returning to school or college, because you consider they may have other risk factors, you should discuss with your school or college the measures they are putting in place to reduce risks in line with government guidance.

Many families will want to take a holiday over the summer period, which may involve travelling abroad. As ever, parents should plan their holidays within school and college holidays and avoid seeking permission to take their children out of school during term time.

Ultimately, local authorities and schools have a range of legal powers to enforce attendance if a child or young person misses school without a valid reason.

There is not a corresponding legal duty for post-16 education. However, if a young person fails to attend, their college may believe that they have left the course. This could result in your local authority getting in touch to support your child to find an alternative course or education provider.

How everyone can help make schools and colleges as safe as possible

Each school or college will do their own health and safety risk assessment as part of their planning for the autumn term and the return of all pupils.

As part of this, there are certain approaches that the government has asked schools and colleges to implement which are essential to reduce health risks. Parents and carers can support this by:

- ensuring that anyone who has coronavirus (COVID-19) symptoms, or has someone in their household who does, does not attend school or college - this means if your child, or someone in your household, has symptoms you should not send them to school or college

- engaging with the NHS Test and Trace process so that cases can be identified and action taken - this means if your child develops symptoms, you should arrange for them to get a test and you should inform your school or college of the results of that test

Alongside this, the government is asking schools and colleges to ensure they are:

- managing confirmed cases of coronavirus (COVID-19) in the school or college, in line with current public health guidance - this means your child may be asked to self-isolate for 14 days by their school or college (based on advice from their local health protection teams) if they have been in close, face-to-face contact with someone who has tested positive for the virus

- ensuring everyone at the school or college cleans their hands more often than usual, including when they arrive at school or college, when they return from breaks, and before and after eating - this can be done with soap and running water or hand sanitiser

- ensuring good respiratory hygiene, by promoting the 'catch it, bin it, kill it' approach

- enhanced cleaning, including cleaning frequently touched surfaces more often

- minimising contact and maintaining distance, as far as possible - schools and colleges will decide how best to do this, as it will be different for each setting, but in broad terms, it will involve asking children to stay within specified separate groups (or bubbles), and through maintaining distance between individuals. The government's guidance to schools recognises that younger children may not be able to maintain social distancing so it is likely that for younger children the emphasis will be on separating groups, and for older children, it will be on distancing.

It will be really important that parents help schools and colleges to implement these approaches by following the advice set out here and wider public health advice and guidance.

Arriving and leaving school or college

Some schools or colleges may need to stagger or adjust start and finish times as this helps keep groups apart on the way to and from school or college, and as they arrive and leave the premises. If schools or colleges choose to do this it will not reduce the amount of time they spend teaching - but it could be that start or finish times are adjusted for your child. In such instances, schools or colleges will liaise with any school transport or other providers, as necessary.

Your school or college will be in touch to set out any changes it is making. This might also include new processes for drop off and collection.

Where possible, children and young people are encouraged to avoid public transport, particularly at peak times, and to walk or cycle to school or college.

Where your child relies on public transport to get to school or college, and cannot walk or cycle, the safer travel guidance for passengers will apply.

Where your child uses dedicated school or college transport (that is transport that does not cater for the general public), the guidance for public transport will not apply. Your child may be asked to use a regular seating plan on this transport (to reflect where possible the bubbles that are used within school), and measures will be put in place to ensure vehicles are cleaned regularly and boarding is managed.

Face coverings are required at all times on public transport (for children over the age of 11). Where necessary, they may also be appropriate on dedicated school or college transport too (for example, if children are likely to come into very close contact with others outside their year group or who they do not normally meet). If your child has been wearing a face covering before arriving at school or college, it will be important that they understand how to remove it. The government has asked schools to have a process for ensuring face coverings are removed when pupils and staff who use them arrive at school and this should be clearly communicated.

Children and young people must wash their hands immediately on arrival at school or college, dispose of any temporary face coverings they may have been wearing in a covered bin, or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.

Public Health England does not recommend the use of face coverings in schools. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission.

Curriculum, exams and inspection

Curriculum

The government has set out clear expectations on what schools are expected to teach when pupils return in September. Schools will continue to provide an ambitious and broad curriculum in all subjects.

There may need to be changes to some subjects - such as PE and music - to ensure they can be delivered as safely as possible.

Schools and colleges will also make plans for the provision of remote education where needed, to ensure that the small number of children and young people that need to be educated at home, for example, due to shielding or self-isolation, are given the support they need to continue learning.

The government has already announced a package worth £1 billion to ensure that schools have the resources they need to help primary and secondary pupils make up for lost teaching time, with extra support for those who need it most.

The government has also set out expectations that we expect colleges to return to full high-quality study programmes in the new academic year.

Assessment and exams

We recognise that children and young people will have missed a critical period of their learning due to lockdown in the 2019 to 2020 academic year. It is vital that we better understand the impact of coronavirus (COVID-19) on children nationally and can give support to schools that need it the most. The government is, therefore, planning on the basis that statutory primary assessments (for those going into year 6 in September) will take place in summer 2021.

Following the cancellation of summer 2020 exams (GCSEs, A levels and technical qualifications), the exam boards will be providing students who were due to sit exams this year with calculated grades.

In most cases, students will use the grades they receive in the summer to move onto their next step. The government has also announced that there will be an opportunity for students to sit exams in the autumn if they are unhappy with their grades.

For those pupils going into year 11 and year 13 from September, the government is planning on the basis that GCSEs and A levels will take place in summer 2021, with some adaptations, including to help pupils catch up.

Inspection

The government has also confirmed that in the autumn term, Ofsted inspectors will visit a sample of schools to discuss how they are supporting pupils back into school. These visits will not result in a graded judgement for the school.

It is intended that routine Ofsted inspections will restart from January 2021, so that parents can have the information and assurances they need and rely on, with the exact timing being kept under review.

What else you need to know

Behaviour

Schools and colleges may need to update their behaviour policies to ensure they reflect any new rules or approaches that are needed from the autumn term. Your school or college will communicate these changes to you as pupils and parents.

Uniform

It is up to schools to decide their own uniform policy. Some schools may have relaxed their uniform policy while only certain groups of pupils were attending before the summer holidays.

We are, however, encouraging all schools to return to their usual uniform policies in the autumn term. Uniforms do not need to be cleaned any more often than usual, or in any different way to normal due to coronavirus (COVID-19).

School food

School and college kitchens should be fully open from the start of the autumn term, and they will provide free school meals and universal infant free school meals as usual for those who are eligible.

School trips

In the autumn term, schools and colleges can resume educational day trips, in line with the latest public health guidance and wider guidance for schools on the actions they can take to reduce risks.

Extra-curricular activities

Schools will be permitted to run breakfast and after-school activities. Schools will need to make sure these can be delivered in line with the wider guidance on protective measures, so they may need to run things differently and adapt over time.

You should talk to your child's school about whether or not they will be able to run breakfast and after-school activities immediately.

Out-of-school settings - such as holiday or after-school clubs - can open to children and young people of all ages. It remains important that they put protective measures in place to help reduce the risk of transmission.

In order to minimise risks, you should consider sending your child to the same setting consistently and limit the number of different providers you access. Where you choose to use childcare providers or out-of-school activities for your children, you will want to assure yourself that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. There is advice available for parents on the use of these clubs and activities.

Process in the event of outbreaks

If a school or college experiences an outbreak, either because they have 2 or more confirmed cases of coronavirus (COVID-19) among pupils or staff in their setting within 14 days, or they see an increase in pupil or staff absence rates due to suspected or confirmed cases of coronavirus (COVID-19), they will need to contact their local health protection team. This team will advise if additional action is required, though the closure of the whole school or college will generally not be necessary.

Where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school, if necessary.

If your local area sees a spike in infection rates that is resulting in localised community spread, decisions will be made on what measures to implement to help contain the spread. The government will be involved in decisions and will support individual schools and colleges to follow the health advice.

In all cases, where groups of pupils need to self-isolate or where a larger restriction of attendance at school or college is needed, your child's school or college should seek to ensure children and young people's education can continue remotely.

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5 LEVERS

The approach to recovering learning at Perins follows the approach proposed by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK

The following paper was written by Barry Carpenter and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK (evidenceforlearning.net)

A Recovery Curriculum: Loss and Life for our children and schools post pandemic.

"When will they actually go back to school?" This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any Headteacher/Principal to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.

When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer. You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What

worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and their parents as makeshift educator.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours a day? Frankly they are not cool! Their whole self-image, self-esteem, and self-concept, is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult!

The common thread that runs through the current lived experiences of our children, is loss. Publicly it has been the loss of national examinations which has been most obvious. As one student said, "I was preparing to run a marathon, but now they tell me there is no race!" Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how that young person shapes their ambitions for their life. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement

are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they are a threat; how long will it take for children to feel not threatened by nearness of others?

The loss of routine and structure, will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm, (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall well-being.

The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand. Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from NZ, (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under 5 years old at the time of the earthquakes, (eg speech delays, emotional immaturity, etc). We ignore such related evidence at our peril.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual

implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues .

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience' we must plan for experiences that provide the space for recovery. Already Headteachers are saying "The children will be so far behind academically when they return." Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many Headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

The 5 Levers at Perins

Lever 1: Relationships – we can't expect all our students to return entirely joyfully, and many of the relationships that were thriving may need to be re-invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we have built to cushion any discomfort around returning. At Perins, we will first seek to restore these important relationships that we have always been proud of and that enable optimal learning.

Lever 2: Community – we recognise that learning has been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. We want to engage more with you as parents and carers as we work together in the transferring of learning back from home to school in order to fulfil levers 3-5.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss and restore the learning. We are currently formulating plans on how we will identify and address any gaps in the curriculum, and these will be shared with all students and parents.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to re-skill them and to rebuild their confidence as learners. We will provide the guidance and support necessary to ensure that all students are able to access the learning effectively.

Lever 5: Space – to be, to rediscover self, and to re-find their voice in learning. It is only natural that we will all need to work at pace to make sure this group of learners is not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations. Students will need time to reflect on what has happened during this period. To them as individuals, to close family, friends, businesses and the wider community. We have started this already with our 'well-being week' and the phone calls you will have received. In addition, we are training more staff in specialist skills to support the students on their return.

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EEF RESEARCH

To assist schools in the recovery of students learning, the government provided 'catch-up funding'. To accompany this the Education Endowment Foundation provided some useful guidelines as to which approaches best suit the recovery of learning. At Perins we are looking at this paper to accompany the principles of the 5 Levers to provide the best research based framework for our students learning. The full document can be found here:

(https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

TEACHING AND WHOLE SCHOOL STRATEGIES

Supporting great teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.

Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.

Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.

Pupil assessment and feedback

Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19.

Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

For example, subject-specific assessments might be used
to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support.

Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach.

Transition support

All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a
new school after the disruptions caused by Covid-19.

Planning and providing transition support, such as running dedicated transition events—either online or face-to-face, as restrictions allow—is likely to be an effective way to ensure pupils start the new year ready to learn.

Transition events might focus on sharing information about school with children and their families or running activities designed to make

pupils feel comfortable in their new school, for example by introducing pupils to their new teachers and classmates.

Additional transition support might include using assessment to identify areas where pupils are likely to require additional support or creating opportunities for teachers to share information about pupils' strengths and areas for development with colleagues, including between primary and secondary schools where possible.

EXPLORE   PREPARE   DELIVER   SUSTAIN

TARGETED SUPPORT

One to one and small group tuition

There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.

To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

As a rule of thumb, the smaller the group the better. However, both small group and one to one tuition can be effective catch-up approaches.

Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, teaching assistants, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or volunteers, providing training linked to specific content and approaches is beneficial.

Intervention programmes

In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.

A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.

Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress.

Extended school time

In some cases, schools may consider extending the length of the school day; for example, to provide additional academic or pastoral support to particular pupils after school. There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour. However, to be successful, any increases in school time should be supported by both parents and staff.

WIDER STRATEGIES

Supporting parents and carers

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.

Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that

high levels of absence after the summer pose a particular risk for disadvantaged pupils.

Providing additional books and educational resources to families over the summer holidays, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children.

Additional information about supporting and communicating with parents has been published by the EEF in its guide for schools on Communicating effectively with families.

Access to technology

Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children.

As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school.

To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback— is more important than which form of technology is used.

In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced.

Additional information about supporting effective remote learning, including using technology, has been published in the EEF's 'Best evidence on supporting students to learn remotely'.

Summer support

Summer programmes can benefit pupils socially and academically, helping to ensure that they return to school ready to learn.

Summer support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and drama that children might have missed out on during lockdown.

One challenge for summer programmes is achieving high levels of attendance, particularly from children from disadvantaged families. Communicating with pupils and their families to assess levels of engagement and barriers to attendance is likely to be important.

In addition, staffing is a key challenge, recognising the extensive demands placed on teachers and schools in recent months and the challenges created by public health requirements.

For summer programmes to improve educational outcomes, they need to include high-quality academic support, such as small group tuition delivered by teachers or trained tutors.

Teach First-trained teachers have published their experiences and tips on running summer programmes.

5

THE SCHOOL DAY

In order to accommodate the changes around the school, it has been necessary to change the timings of the school day. There will be slightly different times for different year groups t aid with social distancing though given our wide catchment area, we did not feel that it would be possible to stagger start and end times of the day for different years groups. As such we will manage the system internally for dismissal at the end of the day and allow earlier access to the school site

from September (from 8 a.m.) for all students in order to allow for families to drop off at more convenient times and to assist with further social distancing.

Years 7 & 10 School Day

Time	Period
0840-0850	Tutor Time
0850-0940	Period 1
0940-0945	Travel Time
0945-1035	Period 2
1035-1055	Break
1055-1145	Period 3
1145-1150	Travel Time
1150-1240	Period 4
1240-1330	Lunch
1330-1420	Period 5
1420-1425	Travel Time
1425-1515	Period 6

Years 8, 9 & 11 School Day

Time	Period
0840-0850	Tutor Time
0850-0940	Period 1
0940-0945	Travel Time
0945-1035	Period 2
1035-1055	Break
1055-1145	Period 3
1145-1150	Travel Time
1150-1240	Period 4
1240-1245	Travel Time
1245-1335	Period 5
1335-1425	Lunch
1425-1515	Period 6

As students in years 8,9 & 11 have a later lunch, they will be able to access the cafeteria during break time. Years 7 & 11 will gain access before school.

ROUTINES AND TRAVEL TIME

Students will be in the same building throughout the first half term, it is therefore necessary for staff to travel to them. The 'Travel Time' built into the school day (temporarily replacing afternoon tutor period) allows for movement within the building for students and for staff to move across the school. It is permissible for students within a year group to mix within their 'year bubble' but not with other year groups. As such there will be further restrictions policed by senior staff at times where there is a risk of 'crossover' such as at lunch and break times. Similarly, staff should maintain a 2 metre distance from each other and from students. The process to best ensure this is that at the end of each lesson the students will remain in the classroom whilst the staff member moves to their next session. When the new staff member arrives at the location, the students will be dismissed to their next period. This will allow for the staff to set up the learning experiences and provide a safer crossing in the corridors.

6

TIMETABLE AND PLANS

Earlier in the year I wrote to all parents, students and staff with regards to the changes to the school timetable due to the need to keep year groups within their bespoke areas. The following pages act as a reminder of these changes and provides an overview. The different buildings and routines will be explored in a later section.

OVERVIEW OF CHANGES

In order to meet the requirements of the government guidance, we have needed to make the following changes to how the school operates:

• Years 7 to 11 will be in specific zones/buildings (see table below) and will remain there for all their lessons (PE excluded) with staff moving to students;

• Year 11 will initially be given priority to specialist areas including Art, Drama, Music; we are aware that their Technology coursework does not start until the second half of the Autumn term, so our plan allows for a swap of location between Years 10 and 11 after half term.

The plan is for other year groups to stay in their allocated zones throughout the term;

•   Staff will move to the different student areas to provide the teaching and, apart from Year 10 (who will initially be based in Stephenson and Newton), Science and Technology teaching will need to be based on theory and/or demonstrations;

•   Designated break and lunch areas will also be necessary to keep year groups separate;

•   A member of the senior team will be allocated as a pseudo head of year for each building/year group zone;

•   Apart from the main staff room (and the possibility of an overspill staff room if required), for health and safety reasons, we will close all department staff rooms temporarily; the benefit is that they can be used for student support.
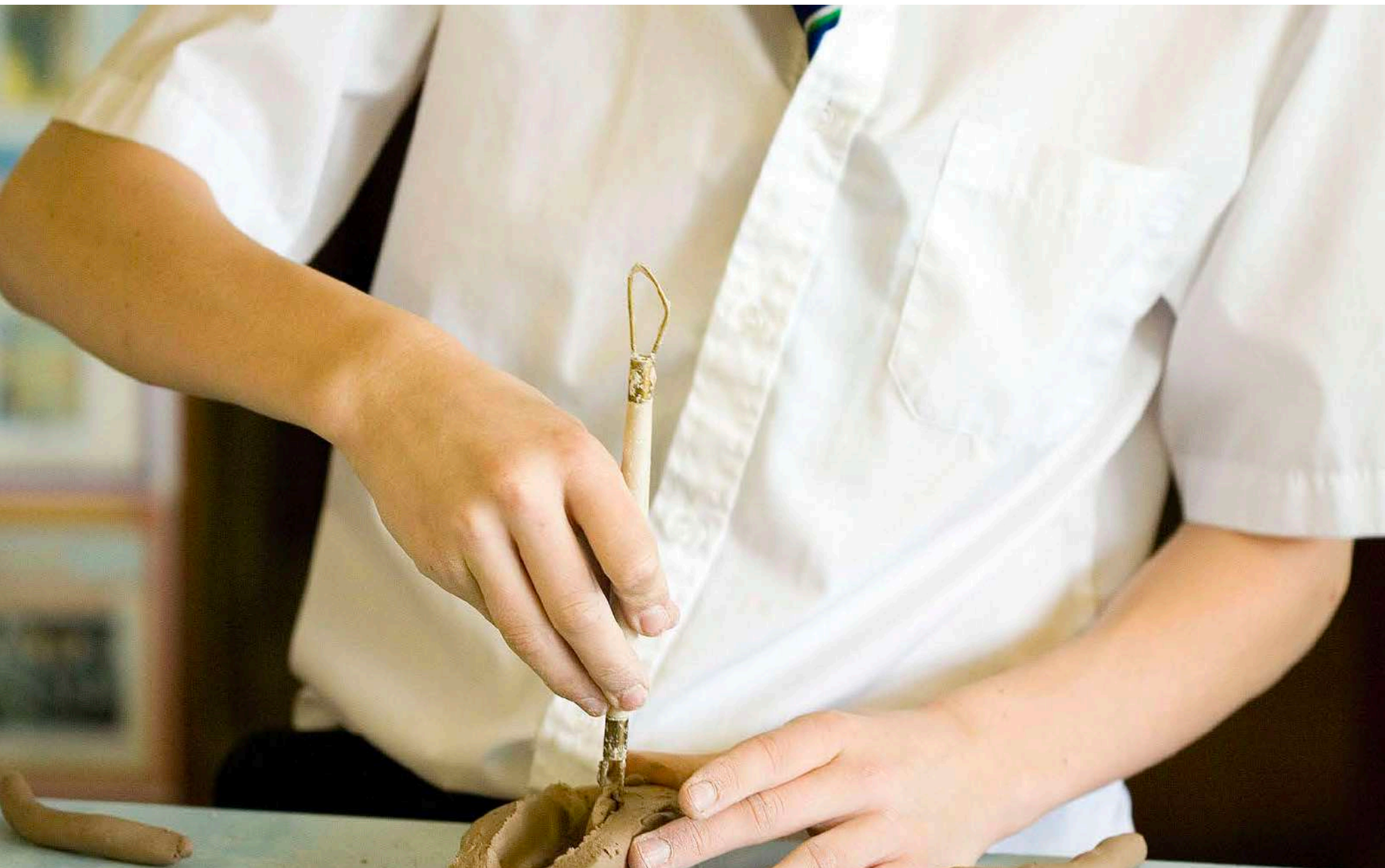
YEAR GROUP BUBBLES AND DESIGNATED 'ZONES'

Last year, in designing the new curriculum model and the new school day, we ensured that the lessons were the same length as lunch time to allow for flexibility in the future. I never thought that we would need to use this inbuilt mechanism for an event such as this. It has helped us however in ensuring we can continue with our normal timetable as much as possible. As such, we will have two lunch times: Years 7 and 10 will have lunch during period 5; Years 8, 9 and 11 will have lunch during the usual lunch period.

The table below shows how the zones are allocated to each year group on the school site: Year 7 in Rousseau, Year 8 in Turing, Year 9 in Pascal, Year 10 in Stephenson and Newton, and Year 11 in Eliot, Ibsen and the Hub; it also shows lunch locations and times, and break locations:

|										
	R1	7I1	T1	8V1	Plib	9	S1	10	E1	11
	R2	7I2	T2	8V2	P2	9	S2	10	E2	11
	R3	7V1	T3	8I1	P3	9	S3	10	E3	11
	R4	7V2	T4	8I2	P4	9	S4	10	E4	11
	R5	7T2	T5	8T1	P5	9	S5	10	E5	11
	R6	7T1	T6	8T2	P6	9	S6	10	E6	11
	R7	7A1	T7	8A1	P7	9	N1	10	E7	11
	R8	7A2	T8	8A2	P8	9	N2	10	E8	11
	I2	SPARE	B1	SPARE	P9	9	N3	10	E9	11
					P10	9	N4	10	Hub 1	11
							N5	10	Hub 2	11
							N6	10	I1	11
Lunch	hall		Kiosk		Café		cafe			Hall
Outside zone	Courts		Courts		Outside Pascal/field		Stephenson/ Newton (café/hall for inclement weather)			Quad/tree
breaktime	Courts		Kiosk/Pascal/ Field		Café/between S&N blocks		Sports hall			Quad/tree

Year 7 will be taught as eight tutor groups for the first term at least.

Year 8 will be taught in groups assigned according to the language they studied in year 7.

These groups will remain in their designated rooms for the whole of their timetable (except PE).

Years 9-11 will move within the rooms allocated in their zone as per option groupings.

Full timetables including the specific rooms for each period or years 9-11 will be issued as per usual timeframe.
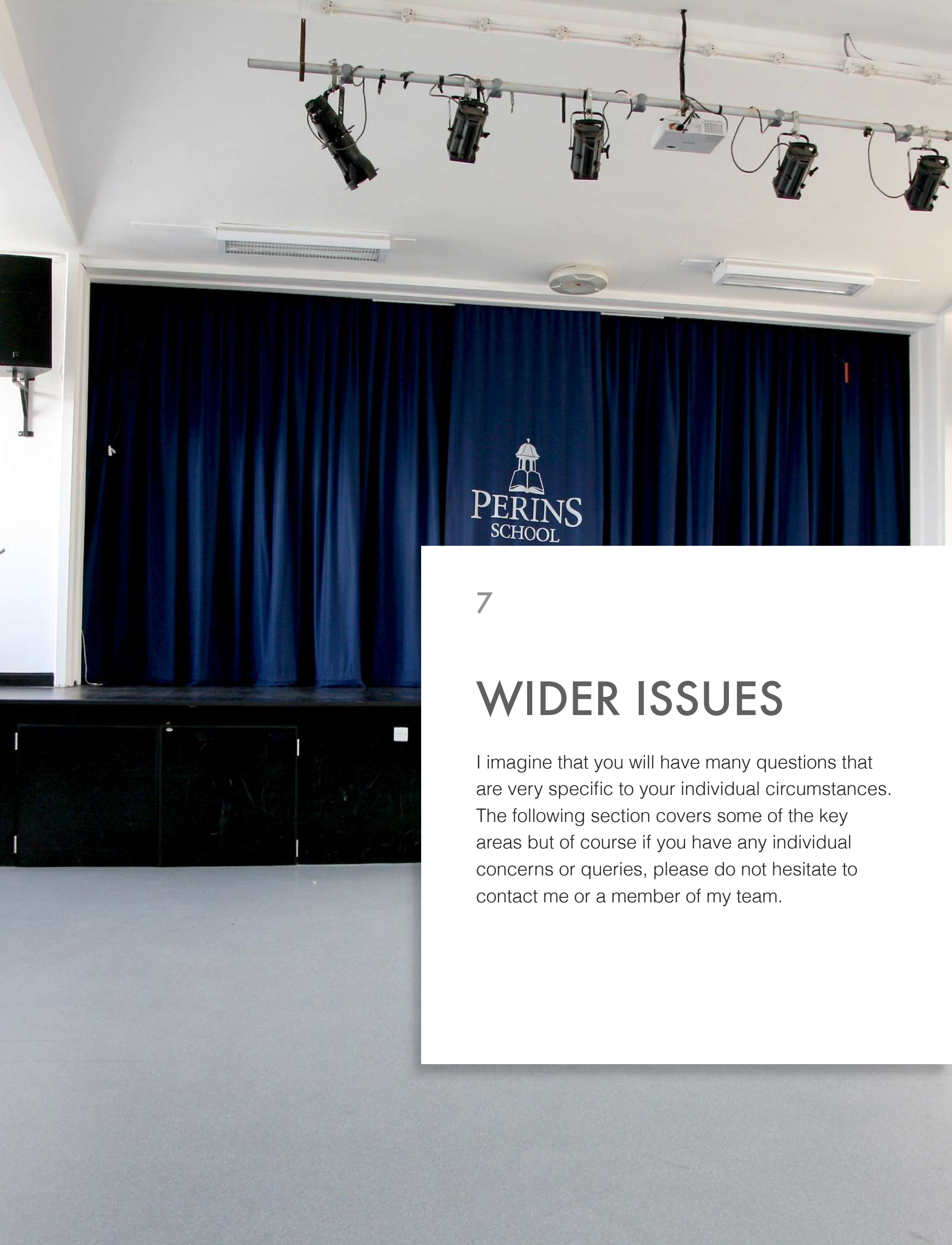
7

WIDER ISSUES

I imagine that you will have many questions that are very specific to your individual circumstances. The following section covers some of the key areas but of course if you have any individual concerns or queries, please do not hesitate to contact me or a member of my team.

FOOD & DINING

During the split lunch-times, students will have designated zones to socialise. Years 7, 8, 9 and 11 will also have access to their classrooms within their bases. Year 10 will not be able to access the rooms during this time due to health and safety guidelines. As such, they have been designated the stage end of the hall and cafeteria for their lunchtime when there is inclement weather. During period 5, year 7 and year 10 will have their lunch and will have their period 5 lessons during the 'old' lunch slot. During the traditional lunch slot, years 8, 9 and 11 will have lunch.

The areas assigned to each year group are:

First Lunch (period 5)

Year 7 - Main Hall for lunch, courts for social space

Year 10 - cafeteria for lunch, Area outside Newton / Stephenson (back of cafe by steps) social area (inside cafeteria and Hall in inclement weather.
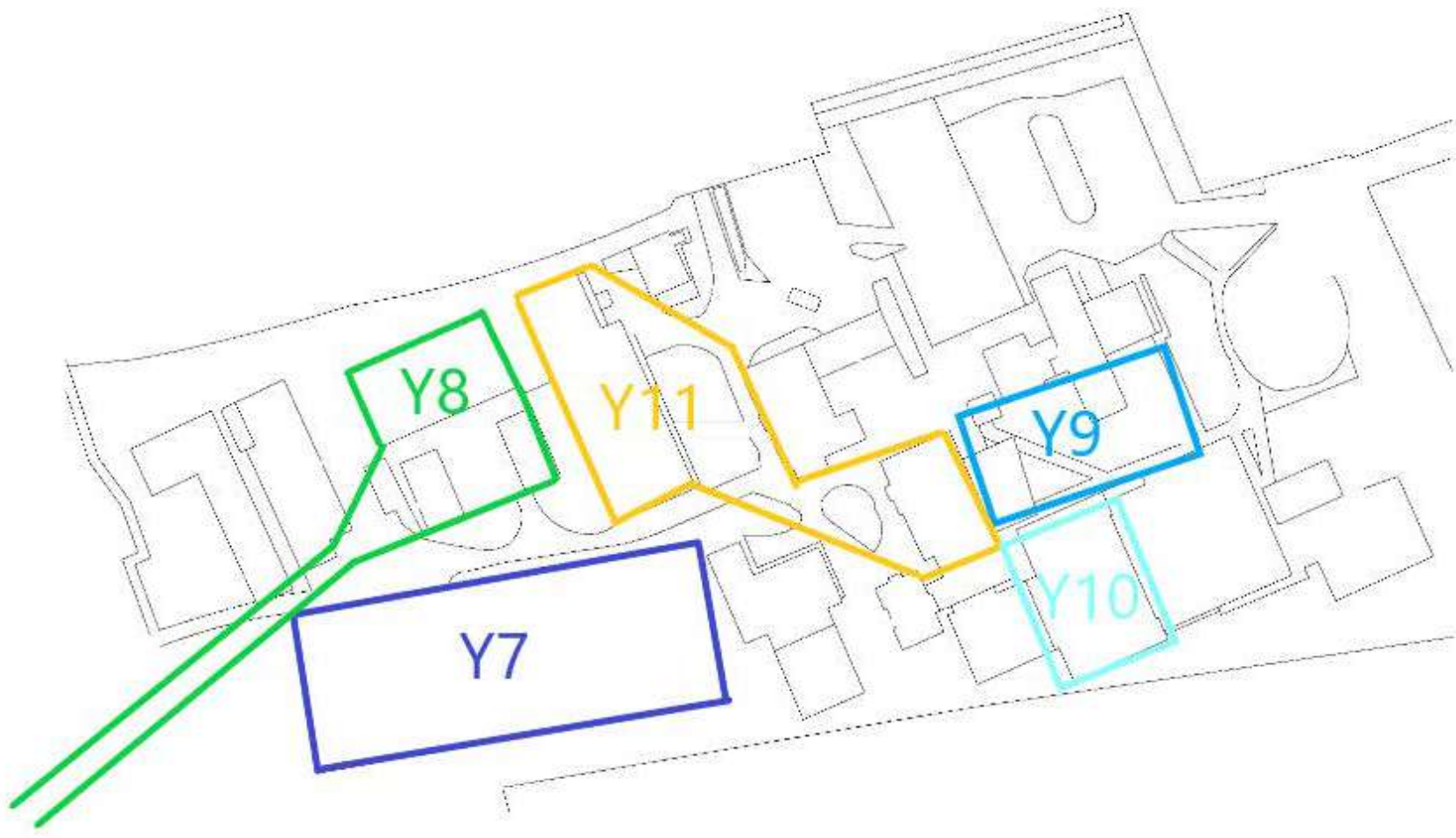
Second lunch (traditional lunch slot)

Year 8 - Kiosk for lunch (booking system to be put in place to ease queuing and to access hot meals), courts for social space

Year 9 - Cafeteria for lunch, outside Pascal/fields for social space

Year 11 - Main Hall for lunch, quad area / tree and between Eliot/Rousseau for social space
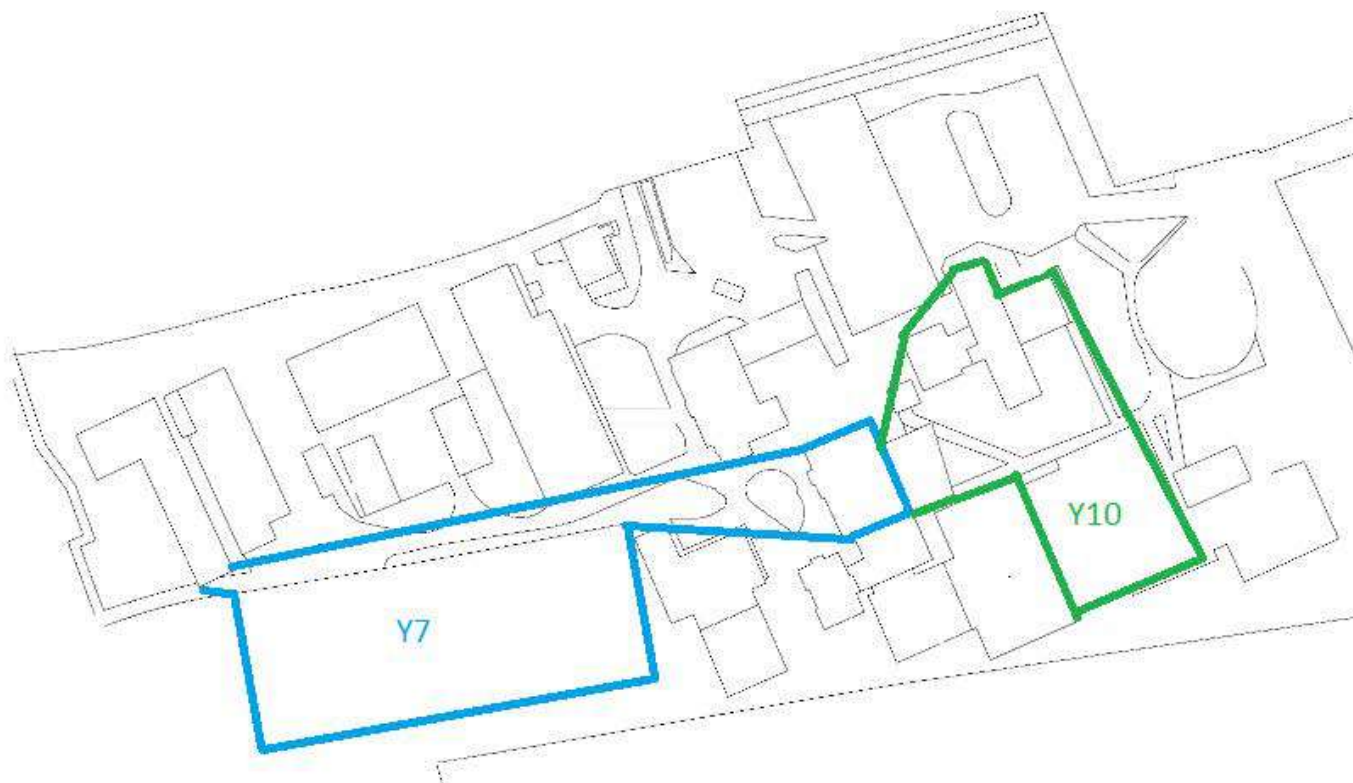
Year 7 - courts

Year 8 - Kiosk/ Pascal/ Fields

Year 9 - Cafeteria and area between Newton and Stephenson (by cafeteria steps)

Year 10 - Sports Hall

Year 11 - Main Hall and quad/tree area.

We are limited to hall/cafeteria/kiosk use and as such priority is given to those year groups on the later lunch (Years 8, 9 and 11). We are looking into systems that will allow us to accommodate years 7 and 10 in the near future. Until we have these in place, years 7 and 11 will have exclusive access to the hall/cafeteria before school in the 'breakfast' slot.

HEALTH AND SAFETY

Student Expectation

-Students will maintain social distancing of 2 meters where possible when traveling to school

-Students will only bring essential equipment onto site for that day's activities

-Students will remove PPE when entering the school grounds which should then be disposed of in the provided bins or kept in a clear plastic bag for the trip home

-Students will make their way directly to their first session when arriving onsite (tutor base)

-Students will remain in their year group bubbles and will keep 2 meters social distance from other year groups at all times

-Students will wash / sanitise their hands when entering and exiting the school buildings

-Students will make their teacher or another member of staff aware if they are feeling unwell

-Students will wash / sanitise their hands prior to eating lunch

-Students will remain 2 meters apart if possible when moving around the school

-Students will follow the building one-way systems

-Students will exit the site promptly at the end of the day

Staff Expectation

-Staff are expected to ready fully all risk assessments and follow control measures fully

-Staff will only attend site if they are due to work that day

-Staff will remove PPE when entering the school site

-Staff will maintain social distancing of 2 meters where possible with students and staff

-Staff will wash / sanitise their hands when entering and exiting school buildings

-Staff will wash / sanitise their hands prior to eating

-Staff will not attend work of they are symptomatic of covid-19 but this must be reported in the usual manner

-Staff will follow the building one-way systems

-Staff will monitor the social distancing and hygiene of students at all times

-Staff will exit the site promptly at the end of the day

Visitors to Site Expectation

-Visitors to site will only be accepted with an appointment

-Visitors will observe 2-meter social distancing at all times

-Visitors will wash/ sanitise their hands when entering and exiting school buildings

-Contractors will provide Covid compliant risk assessments prior to work starting

-All visitors must sign in at reception and provide track and track information

EQUIPMENT FOR LEARNING

It is essential that all students have the necessary equipment for learning as it is more difficult for staff to provide the equipment in class due to the greater risk of contamination. As such could I remind all students that the following equipment is required on a daily basis:

- Black pen for writing

- Purple pen for working towards individual targets

- Pencil and pencil sharpener

- Rubber

- Ruler

- Scientific calculator

- Pair of compasses

- Protractor

- Glue stick

- Pencil case

- A fully charged laptop (for those on the scheme)

EXPECTATIONS

Whilst we are planning for as normal a return to school as we can there are some vast differences with regards to the logistics of the school days and the health and safety procedures as laid out in by the Government and by the school.

We continue to have a high expectation on student conduct around the school site and as such we will be adding to/amending our behaviour policies for the forthcoming period. These addendums will be released in due course and in time for all to digest them prior to returning in September but not too soon so that any additional changes imposed by the government or local authority over the next few weeks that could impact our procedures are taken in to account.

In general, the summary of our expectations are as follows:

- We will not be using PiP cards for the foreseeable future so to adhere to social distancing. Student rewards and behaviour will be logged through the use of Class Charts by individual staff members. Students and Parents will have

individual Class Charts accounts so that rewards and behaviour as well as homework (more to follow on this) can be monitored and tracked through the use of individual apps. We will share further details on the use of Class Charts over the coming weeks.

- All Students are expected to follow social distancing from members of staff and other year groups bubbles as per the government guidance. Any students that fail to do so will be dealt with as per the behaviour policy addendum which will be released in due course.

- During break and lunchtimes, students will need to keep to their designated outside space or their building as laid out in the plans within this paper.

- We will expect all students to bring in a complete set of equipment as we will not be sharing these to minimise transmission risk. A full list of the minimum expected equipment can be seen below (Students are welcome to carry more than the minimum requirements).

- Students will be expected to bring in the books (and equipment) needed for each day as lockers will not be in use.

- Students signing in or out of school will do so by using the intercom system outside of Eliot building which is connected directly to Student Services. This intercom system will also be used by students who are reporting to attend a meeting with a member of the pastoral team, a meeting with an external agency and also to make contact with the pastoral team for any other need. A member of staff will come down to

see them and escort them up to student services if required.

- If a student requires first aid, they should inform the nearest available member of staff who will direct them as to what they need to do. Students who are unwell will need to be collected by a parent of other trusted adult as soon as possible as we do not have enough space to house unwell students whilst maintaining year group bubbles.

- Most importantly we expect that students treat all members of the school with courtesy and with respect and understanding of individuality.

TRANSPORT

At the time of writing we do not have a firm commitment with regards to social distancing on buses.We are being told that for the vast majority of our transport, they are treated as private arrangements and not public transport (with regards to rules regarding face coverings etc). I think the best thing to do at this stage is to plan for a number of scenarios:

Scenario 1 - buses are able to maintain school bubbles - this is the situation that we would like to achieve but naturally this may be costly to the companies and may involve more time on the routes.

Scenario 2 - buses are able to maintain partial bubbles - one of the discussions recently with one of our major companies is that they could probably be able to maintain bubbles in key stages (so years 7-9 and 10&11 or 7&8 and 9-11). If this was the case it would result in a greater need for test and trace procedures and potentially mean that two or more year group bubbles may need to be out of school for a period of time. The other possibility is that we would limit the isolation to those on the bus plus the year

group bubbles the student with the positive test is from. We will of course be guided by Public Health England and are being told that one case does not necessarily mean isolation.

Scenario 3 - buses are not able to guarantee any social isolation within bubbles - in this case it may present a risk to multiple year groups and potentially, on a worst case scenario would see the school closed for a period of time. The other possibility is that Public Health England may advise for test and trace procedures for those on the bus and within the bubble of those positively tested.

These scenarios will require us to know on a daily basis who has travelled on which bus and we are working with companies to ensure that we have accurate registers.

We will of course keep you updated when we have further information.

EXTRA-CURRICULAR ACTIVITIES / TRIPS &VISITS

At this time we have postponed all trips, visits and extra curricular activities. However, we want to get back into normality as soon as possible and as such have tabled fortnightly meetings to ensure that other aspects of school life can continue. As soon as we are comfortable with the new arrangements and have worked with external partners including transport, we will start to offer our wide range of extra-curricular provision that enhances school life.

SEND

1.   Applying social distancing.

•   TAs should remain 2 metres from each student and other members of staff at all times (students can be 1 metre apart)

•   TAs are not expected to support students within a classroom, unless there is sufficient space to do so and an area has been reserved for this purpose, adhering to the 2m rule

•   TAs should ideally teach from behind or side of student, not face to face

•   TAs are not advised to wear masks, however it is left to their own preference when working in a smaller room environment 1:1

•   TAs should read the 'request to work in learning support' protocols

2.   Classroom support

•   Where possible, Key worker TAs will be paired up and primarily support their key students (e.g. support a specific child am/pm switch over) – timetable to follow

- Upon commencement of the lesson, TAs will stand at the back of the classroom to listen to teacher's intro/delivery

- Teacher is the student's first call of support for learning support (as usual)

- As directed by teacher, if student needs extra support, the student is moved to the reserved Learning Support area within the classroom or the 'TA breakout space/room' within the building

- The Learning Support room may be used as a last resort (e.g if a student is particularly distressed), having followed the 'Learning Support area protocols'

- Students warned to come straight up from main entrance, do not touch doors, hand rails etc

- Students are briefed they go straight to the desk/allocated room and await further instruction from accompanying member of staff

- Students must NOT be sent to Eliot alone – they MUST be accompanied by a member of staff at all times to ensure appropriate hygiene measures are followed as they enter the building.

- No other member of staff to work/help the students.

- Stick to main social distancing rules at all times, particularly when working 1:1

3. TA breakout spaces

Year	Location	Breakout Space
Year 7	Rousseau	Staff workroom (with printer) Room 4 In Learning support
Year 8	Turing	Maths staff workroom (or 1 to 1 room)
Year 9	Pascal	Tweeny room or English staff workroom upstairs
Year 10	Stevenson/Newton	Science staff workroom
Year 11	Eliot/Hub	Room 3 In Learning Support

5. Learning Support area protocols

- Where possible, students are to be kept in the break out space in their allocated bubble building.

- If for a plausible reason, e.g they need assistance from Pastoral, TAs should phone/email Jackie F/Caroline N in advance that you're bringing students up (alternatively use doorbell at Eliot front door)

UNIFORM

Last term I wrote to parents informing you that we would not require students to wear blazers and ties for the first half term as we often relax these in hot weather and they are the items that may not be washed so regularly. Just a few days later, the government issued explicit guidance that relaxing of uniform was not necessary. **As such the wearing of blazers and ties for the first half term is optional.**

One of the challenges we had around the reopening were areas where more than one bubbles would need access. Often these were enclosed, close contact spaces such as PE changing areas. Like many other schools we are asking that in the first instance, **students wear their PE kit to school on the days that they are timetabled for PE**. We will review this weekly and communicate as appropriate.

There has been much debate about the effectiveness of face coverings. On balance the science suggests that benefits outweigh the costs though at the moment the guidance suggests that they should not be worn in the school environment. We have taken a pragmatic approach to the wearing of face coverings and have ordered one for every student and staff member. Regardless of whether these will be allowed in school (I am awaiting a response as to whether they are prohibited or 'not necessary' in the guidance), they will be beneficial for transport and out of school activities (including extra curricular once these have been introduced). We felt that it was important to move with this sooner rather than later to not only keep the costs down but to ensure supply in time for the new term.

YEAR BASES AND SCHOOL LAYOUT

Within each classroom there will be a designated teacher zone to allow for social distancing as per guidelines (staff will need to keep 2 metres from students and from each other at all times). Much of the school will be unchanged but we have some work in Eliot to increase our capacity. The biggest changes will be around one way systems, year group exclusivity to toilet and base areas and the use of staff/work areas for pastoral and one to one SEND support of students. Students and staff should also familiarise them selves with the hand washing areas and sanitiser stations throughout the school
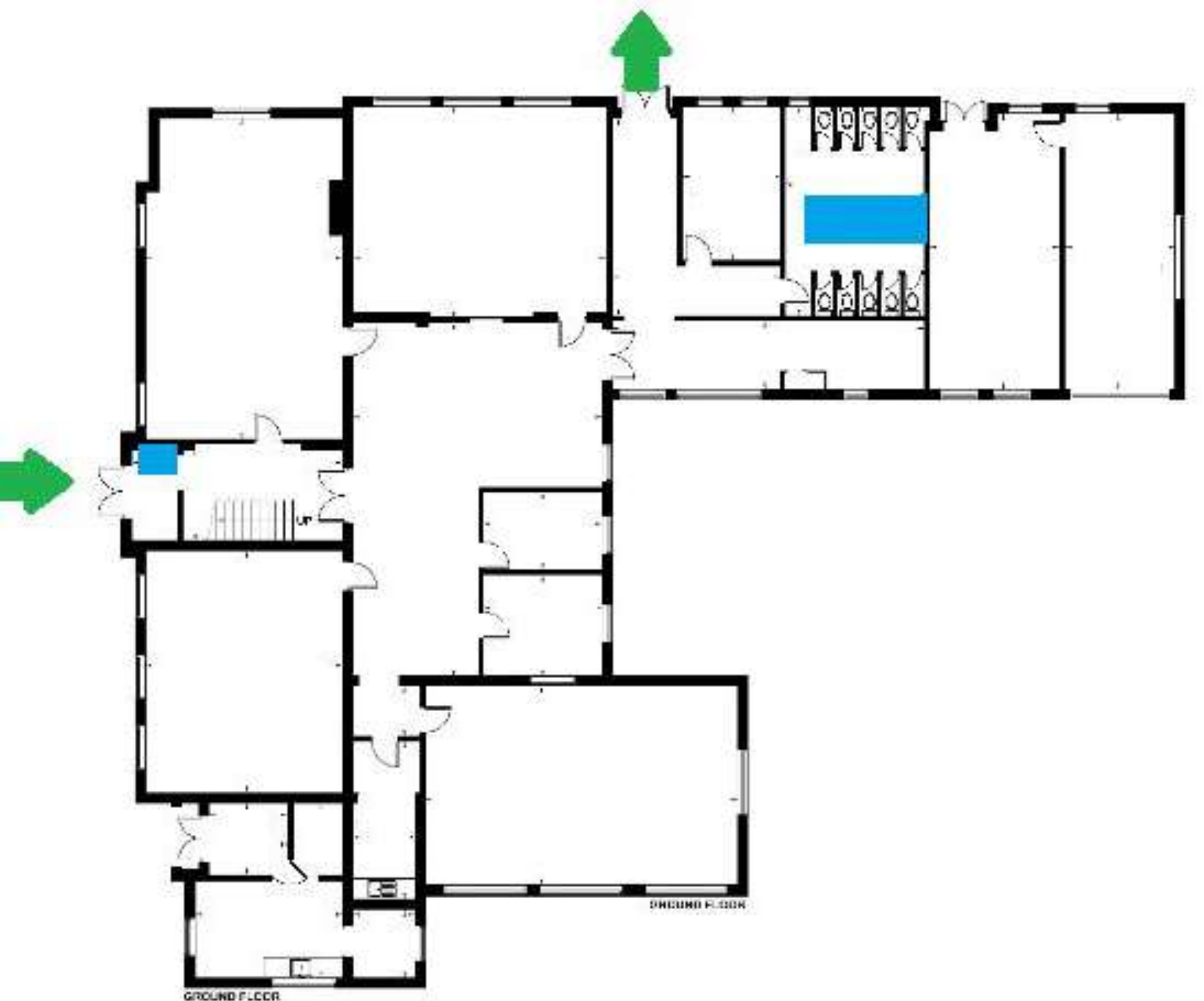
ROUSSEAU - YEAR 7 BASE

building and one with close access to all main facilities. This will ease with the early weeks of transition to Perins. In order to provide consistency and for them to settle into new routines, we have taken the decision to keep the students in tutor groups for all of their lessons. This has the added benefit of creating 'mini bubbles' where students will have a base room and where they can spend break/lunchtimes during inclement weather. We have converted the toilets in Rousseau (previously girls toilets) to unisex toilets for year 7 use only. Given the nature of the building and the need to access the cafeteria area/tennis courts, we have implemented a one way system. Students will enter via the main entrance (opposite Eliot) and exit via the side (car park door).

 The seating in each room is designed to minimise risk and to allow for a designated 'teacher zone' at the front of each classroom.
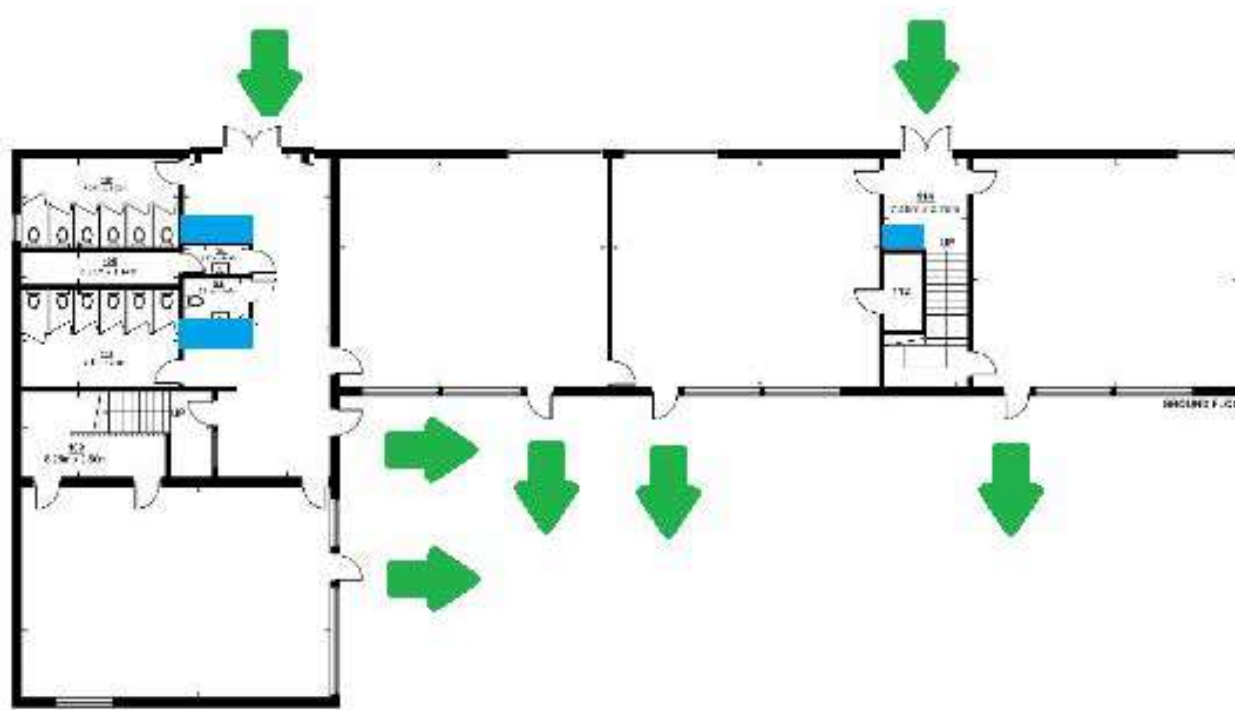
TURING - YEAR 8 BASE

Turing will be the base for year 8 for the first term. Students and staff will enter via the doors nearest to Evolution and exit from the doors closest to the astro turf.

To minimise risk, we have created teaching groups based on the language studied during year 7. These details will be provided along with timetables. In Turing there are designated male and female toilets for students and these will be for year 8 use only.

PASCAL - YEAR 9 BASE

Year 9 will be based in Pascal (English block) during the first term. They will remain in this area for all of their lessons but will move to different rooms depending on options groups etc. The mobile classrooms and the library will also be used for year 9 teaching. The designated male and female toilets will be for year 9 use only. The mobile classrooms will have an entry point in the usual front door but all exit will be via the back exit doors.
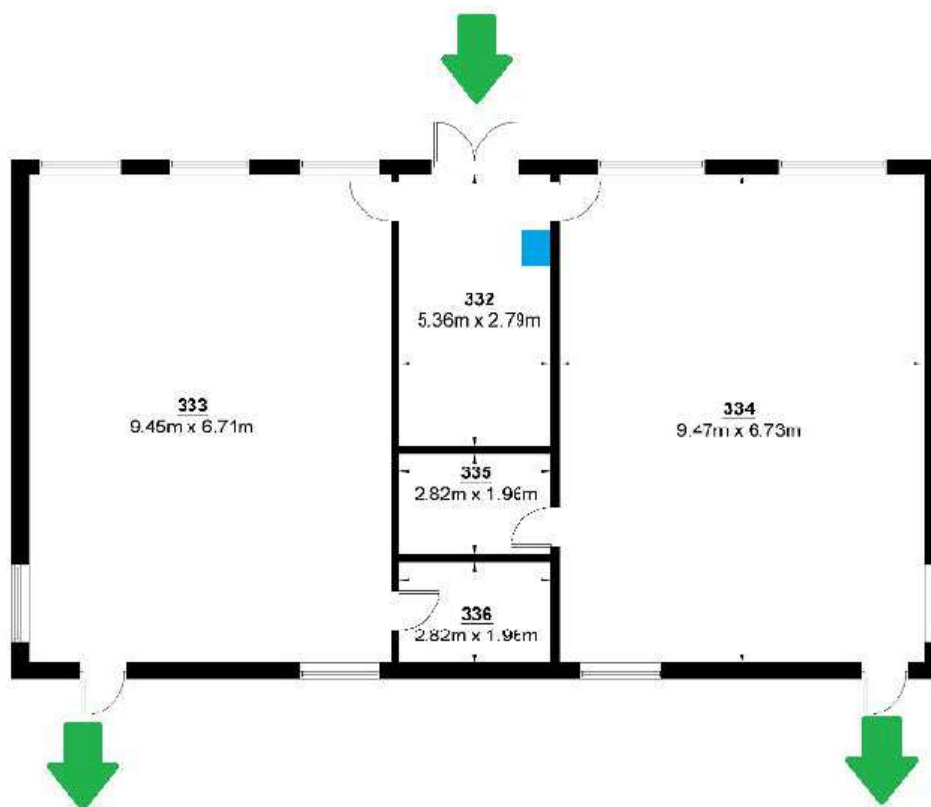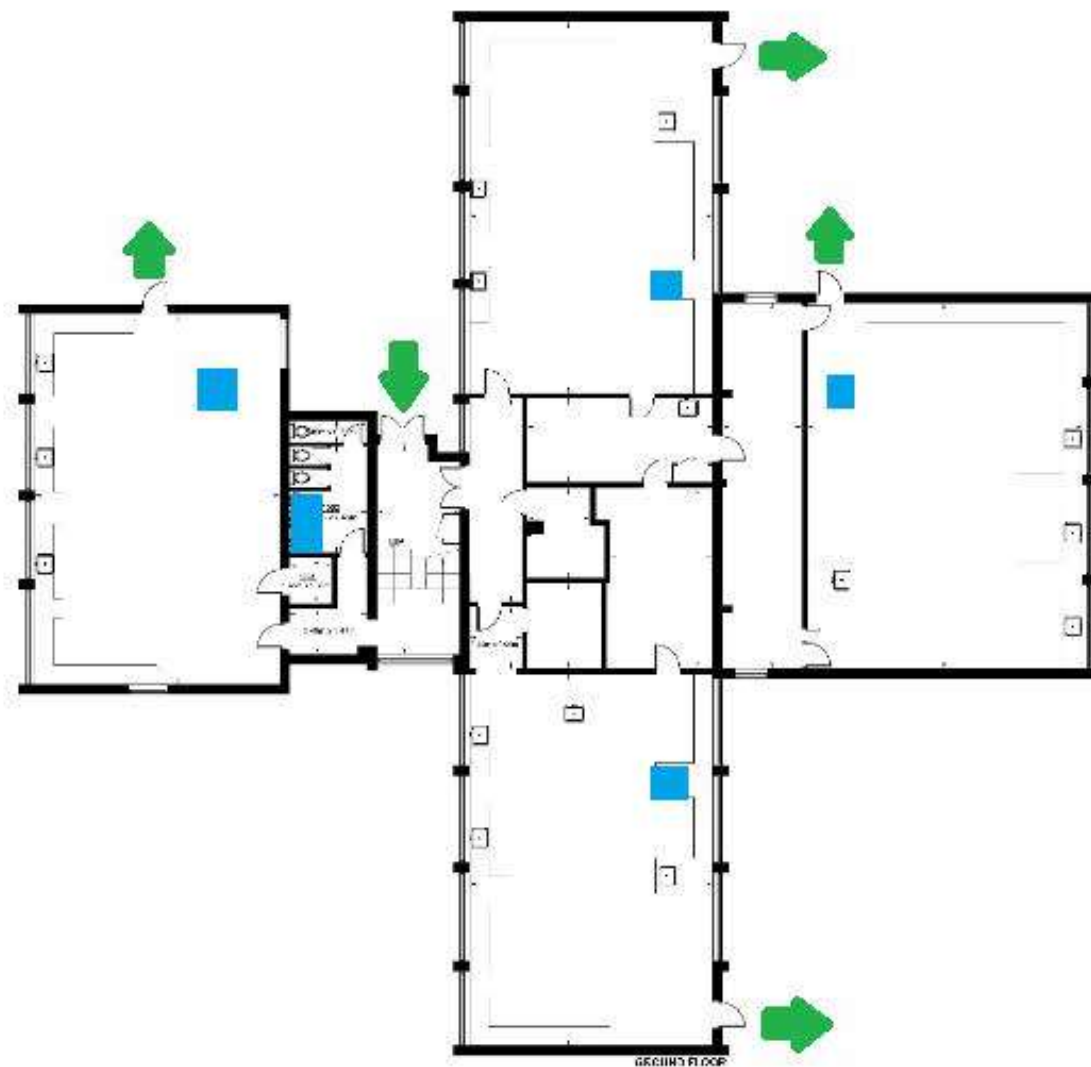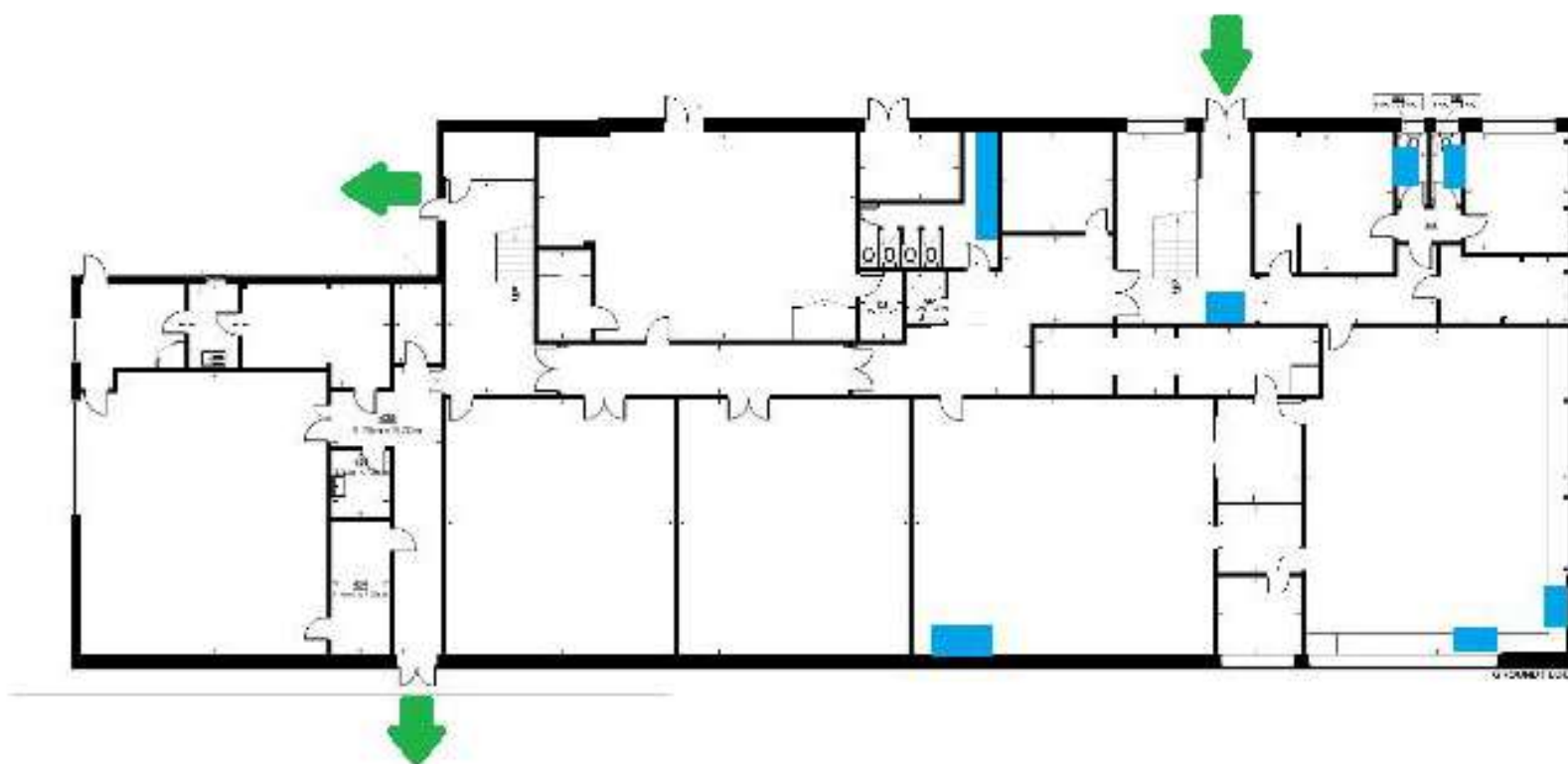
NEWTON & STEPHENSON - YEAR 10 BASE

Year 10 will be based in Newton and Stephenson for the first half term. This will allow them to benefit from the specialist facilities in Science and Technology. In Newton, all students will use the main entrance but will exit from classroom exit points. In Stephenson, students will enter through the top entrance and exit from the bottom door. Students will be in different classrooms depending on option groups and sets. The toilets in Newton and Stephenson will be for year 10 use only.

ELIOT, IBSEN & HUBS - YEAR 11 BASE

Year 11 will be based in Eliot, Ibsen and the Hubs for the first half term and will then move to Newton and Stephenson after half term. This allows them to access the specialist facilities in Art, Music and drama for the first half term and the specialist facilities in science and technology for the second half term. We have been making changes to Eliot during the holiday period and have converted E8 & 9 into three classrooms (now named E7, E8 and E9). The toilets in Eliot and Ibsen are for year 11 use only and are male and female designated toilets. In Eliot, the one way system remains as it was before lockdown. In Ibsen and the Hubs, there is no entry via large Hub doors.
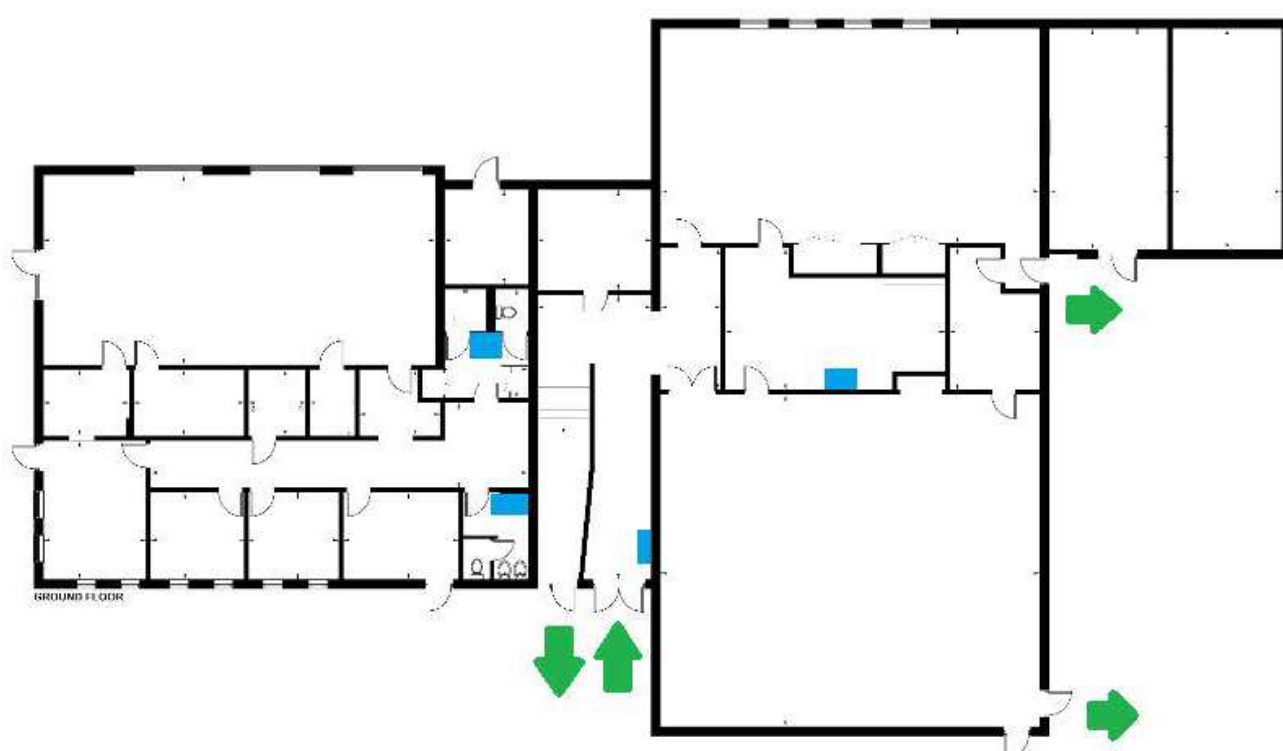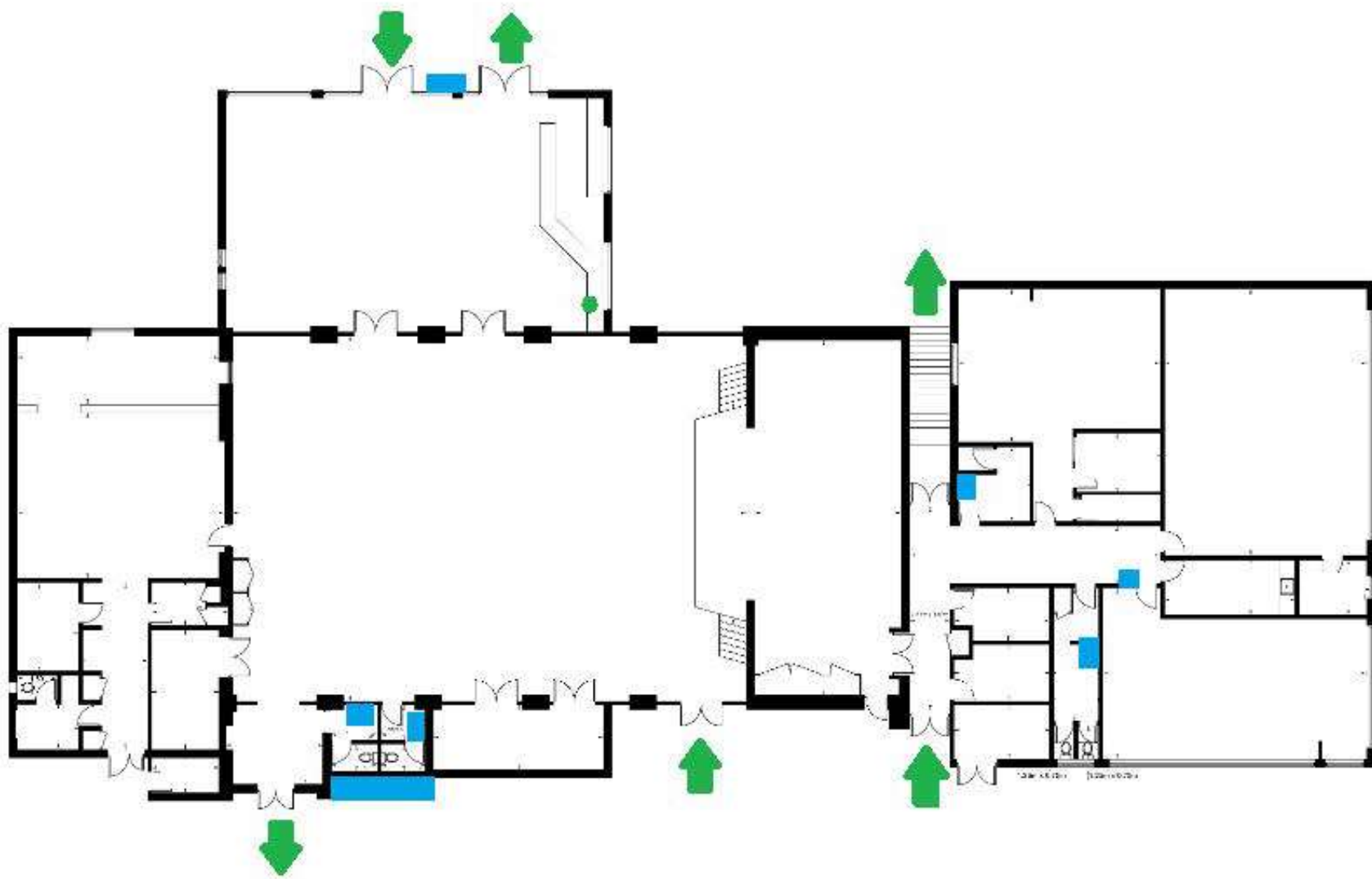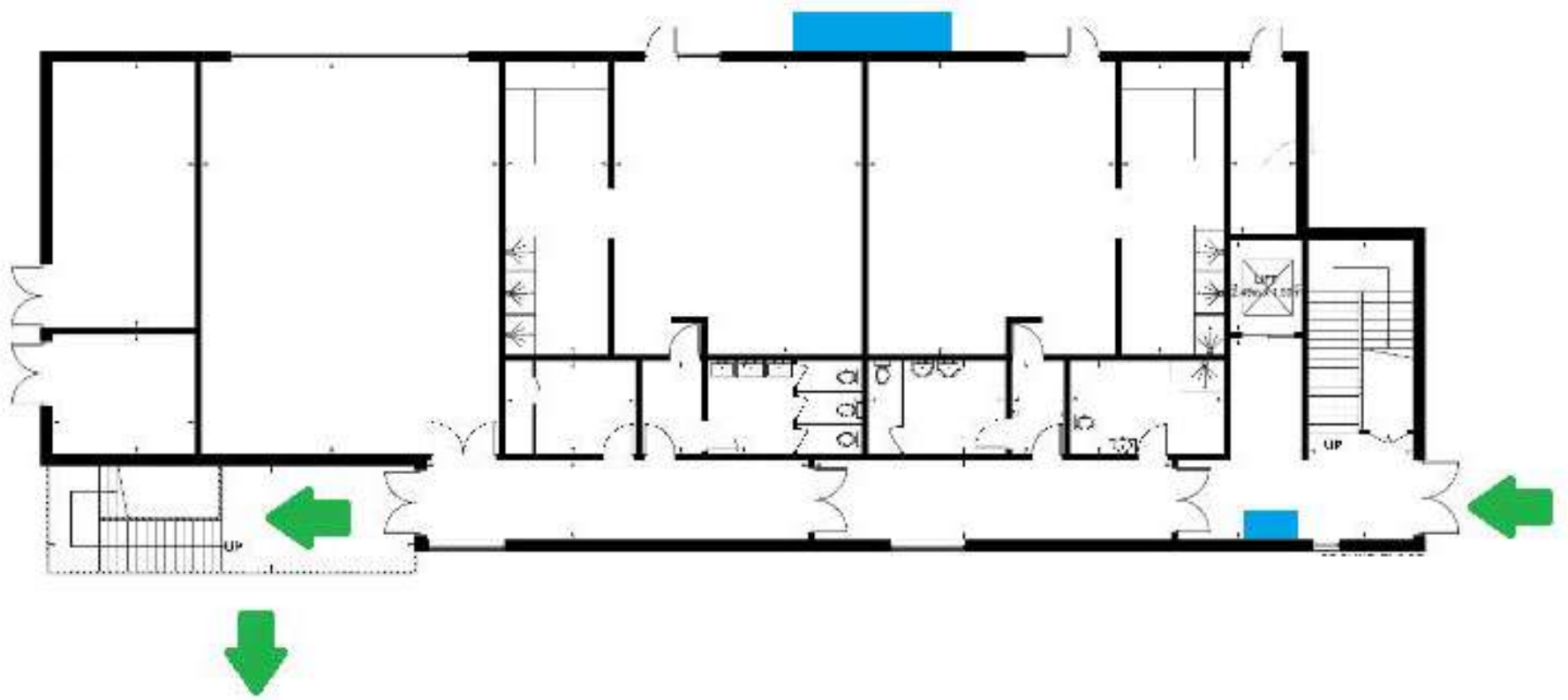
COMMUNAL AREAS - MAIN HALL / 12

The main hall and the cafeteria area are designated for one year group at a time. As such, there will be no movement between the main hall and the cafeteria area. Entrance to the main hall will be at the stage end and exit via the serving end.

For the cafeteria side, the two doors will be clearly marked as entrance and exit.

EVOLUTION / B1

For students using Evolution, B1 or the dance studio we have incorporated a simple one way system with all entry in the main door opposite the courts and exit via the back door near the Avenue.

THE SITE

I understand that for many students the return to school is creating some anxiety. Im hoping that once we return you will realise that little has changed and we still have the same buildings, staff and students that makes Perins great. In order to demonstrate some of the changes to classroom layouts, social distancing procedures, work taking place on classrooms and other aspects, I felt it would be useful to share some recent photographs.

ENTRANCE
ONLY

PLEASE
WASH YOUR
HANDS
BEFORE
ENTERING THE
CLASSROOM

ONE
WAY

DO NOT
ENTER

ENTRANCE
ONLY

PLEASE
WASH YOUR
HANDS
BEFORE
ENTERING THE
CLASSROOM

Music

PLEASE
WASH YOUR
HANDS
BEFORE
ENTERING THE
CLASSROOM

Hand Sanitiser
Pump once into hands
and rub in thoroughly
Thank you

PLEASE
WASH YOUR
HANDS
BEFORE
ENTERING THE
CLASSROOM

ONE
WAY
→

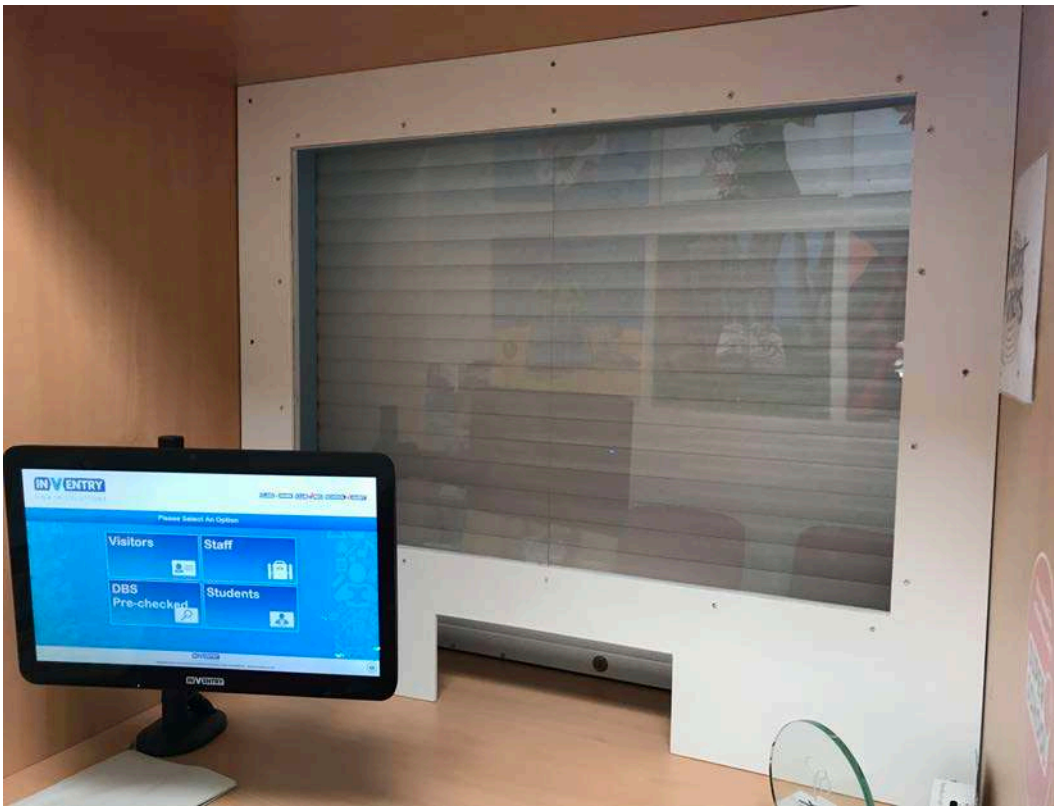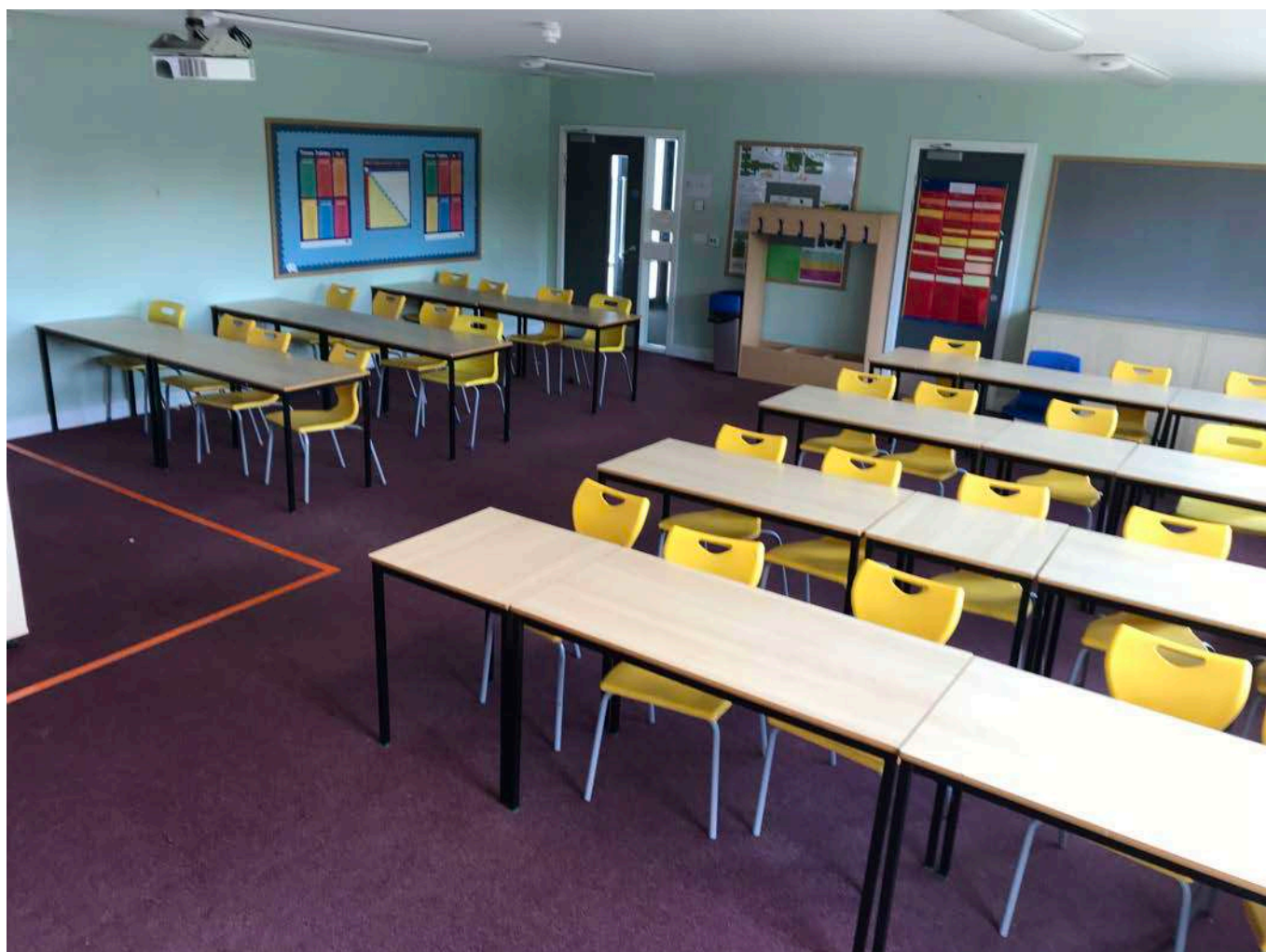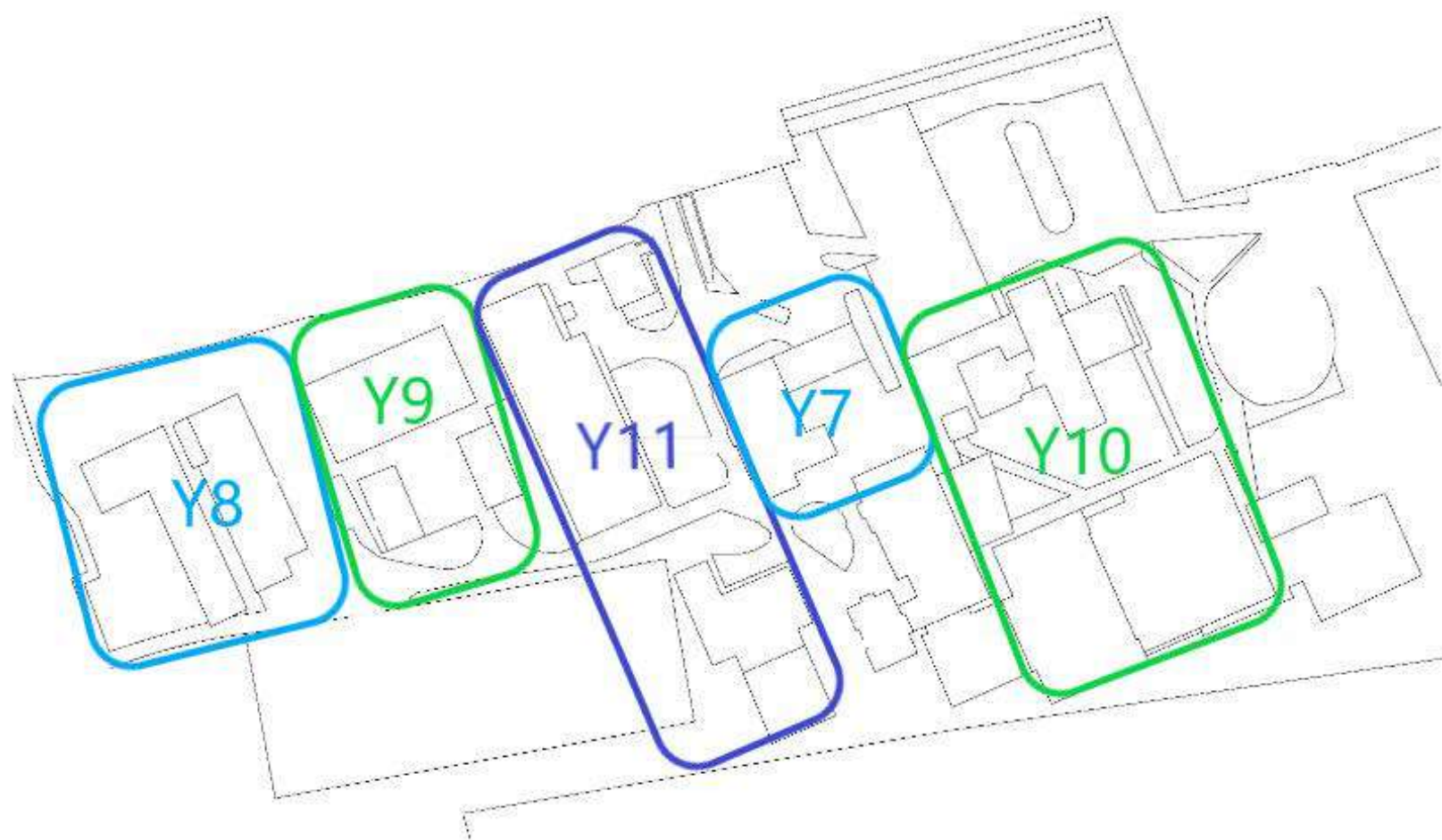Hand Sanitiser
Pump once into hands
and rub in thoroughly

9

RECOVERING LEARNING

Of course, whilst naturally focussing on the Health and Safety aspects of our return to school, our key focus should also be on recovering the learning lost due to covid. These plans are organic in their nature and we are finding new and innovative products and approaches on a weekly basis. The content included at this stage should therefore be taken as a minimum expectation. Once we return we will fully assess all students through usual classroom procedures and ensure that bespoke programmes are in place for a targeted approach.

RECOVERY AND PLANS

The documentation included earlier from the work of Professor Barry Carpenter (5 Levers) and the Education Endowment Foundation provides a framework for our recovery plans at Perins. For each of the areas included there is a cross-reference to the relevant areas of these papers.

5 LEVERS

Lever 1: Relationships

Lever 2: Community

Lever 3: Transparent Curriculum

Lever 4: Metacognition

Lever 5: Space

EEF

1. Teaching and whole school strategies

a. Supporting great teaching

b. Pupil assessment and feedback

c.Transition support

2. Targeted support

a. one to one and small group tuition

b. Intervention programmes

c. Extended school time

3. Wider strategies

a. supporting parents and carers

b. access to technology

c. summer support

PLANS FOR LOCAL / NATIONAL LOCKDOWN

Its doesn't seem right that in the papers discussing the re-opening of Perins, that I have included a section on potential closures. However, I know from my discussions with students and parents that a major concern in that of 'second wave' full closer, partial closure or simply that an individual child needs to self isolate. I would therefore like to reassure all parents that we have planned for these eventualities and now that we have learnt many lessons during the closure period, are increasing the learning experiences and offer should we be faced with any of these scenarios. For new parents to the school, I hope this will also serve as an introduction to our methods and procedures should we be faced with any form of closure.

Teaching & Learning in the Case of a School Closure

Contents

The DfE Expectations

When planning for further school closures following the 2020 Covid-19 outbreak, it is important to refer to the following documentation from the government, which is part of a wider document concerning the reopening of schools in September 2020:

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks

There is also information regarding education more widely during the school closure here:
https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

Pasted below are the requirements set out by the DfE regarding remote learning, and where appropriate, these have been reflected upon to ensure they are all covered when considering a process in the event of further school closures:

Remote education support

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.

In developing these contingency plans, we expect schools to:

• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

• give access to high quality remote education resources

• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects

• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos

• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

A range of resources to support schools in delivering remote education is available:

• curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.

• DfE has produced a quality assured list of remote education resources which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the EEF's COVID-19 support guide for schools

• from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

• Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

• government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

• a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.

- laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school.

- In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT

WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.

The Perins Approach

It is important to note that the Perins approach to off-site learning over the course of the school closure has ticked many of the boxes set out by the DfE in terms of emergency planning for the future. This puts the school in a strong position with regard to the adaptations that will be required in the future. I stress that these will be adaptations, not wholesale change. It is vital that the school builds upon the aims that we set out from the beginning, namely those that were established to develop students' ability to learn independently. The provision over the course of the closure was modified, improved and adapted following feedback from students, parents and the wider staff, and already includes many of the facets of the DfE guidance. We will continue to ensure that the following remain in situ, both for off-site and on-site learning:

- screen-casting that provides personalised independent learning videos explaining tasks, providing feedback, and explaining how to avoid misconception

- Ensuring that all resources used by teaching staff are saved and shared from the school SharePoint in order that students are able to access teaching resources at any time in the future for independent study

- ensuring that students continue to use OneDrive as a means to save electronic work in order that they are better able to use their own work for future independent study

- continued development of Microsoft Forms Quizzes as a means to assess understanding of learning and to inform future planning

- continued development of Microsoft Forms as a means to upload student work

- continued development of Microsoft Teams as a means to assist student progress in terms of the offering of small, not whole class, group interaction with teachers

- continued use of frequent checking of student engagement and progress through student trackers

- solely offsite in the case of emergencies, continued development of Microsoft Teams as a means to communicate with students as a whole tutor group

- solely offsite in the case of emergencies, continued phone calls home to check on student welfare (this will not be possible unless the whole school is closed, and we limit the timetable to some degree)

The following aspects will need to be introduced / improved:

- whole school use of Microsoft Teams for small group work

- whole school use of Microsoft Teams in tutor sessions (daily / broken up into 5 smaller sessions)

- whole school use of Microsoft Forms as a means to assess learning (potentially for end of term assessment as well)

- the setting of work using ClassCharts

- the update of curriculum mapping to include a range of screencasted resources

Approaching different emergency scenarios

Scenario	Plan
If one or two students need to self-isolate have for a two-week period	**Plan A** Teachers set work through ClassCharts for students not in school; - screencasts provided - work replicates the work that is taking place in class in order that students do not miss out on learning **Plan B** Teachers of affected students provide a live, direct link to lessons as they happen through Microsoft Teams; recordings are made available in order that students can work at their own pace should the need arise Teachers set work through ClassCharts as a backup in order that students are able to reflect upon Tasks set at their own pace **Plan C (could work in conjunction with either of the above plans)** Teachers make work available to go alongside the work that is done in class that may be printed off and distributed to students should they not have sufficient access to online resources Curriculum maps will be made available to all students and parents, with screencasts prepared by departments that cover the following: 1. Explanations and introductions to key areas of the specific area of the curriculum / scheme of work 2. misconceptions that may arise from aspects of the specific area of the curriculum / scheme of work (these may be duplicated across the curriculum, where appropriate) 3. Any relevant feedback for work undertaken, if appropriate Students self-isolating will continue (where they are able to from a health perspective) to undertake any necessary assessment, as we could encourage departments to use Microsoft Forms more routinely for this purpose.

In the case of a local lockdown (eg Basingstoke)	Plan A
	Teachers set work through ClassCharts for students not in school;
	- screencasts provided
	- work replicates the work that is taking place in class in order that students do not miss out on learning
	Plan B (preference)
	All teaching is linked through Microsoft Teams as lessons are taught. Students at home will be able to follow all lessons as they happen.
	Resources will be available through Perins SharePoint for students to access (they will be here anyway), and all students will be able to reflect upon the whole curriculum through curriculum mapping and the screencasts that are provided to work alongside the curriculum in any case)
	Teachers make work available to go alongside the work that is done in class that may be printed off and distributed to students should they not have sufficient access to online resources

In the case of a blended approach (eg similar to Year 10 provision June-July 2020) where some children are in school while others remain at home	**Plan A** If we are presented with a need to rota children into school, where we may have for example half of the children in school at any one time, we could teach those in class in the normal fashion, while also being linked into Teams - In this way, lessons would be broadcast to students at home at the same time as they were being taught in school. All lesson materials will continue to be saved onto the school SharePoint (for the most part). This will enable students to review information and resources at home. Students would continue to be assessed through Microsoft Form Quizzes at the end of each learning cycle, and feedback given. This feedback would need to be brief given that there would be a greater onus on time used to deliver. **Plan B** All work is set through ClassCharts for students to continue to work independently at home as they did during the school closure period March – July 2020. When students are in school, in smaller class sizes, they will work with the teacher to go through expectations, have a question and answer session regarding current work, and have the opportunity for teachers to introduce spaced learning tasks in order for students to cover knowledge that has been acquired in the short to long-term. There is an expectation that the amount of work covered in this situation which broadly equate to the amount of work expected whilst in school under normal circumstances.

In the case one year group needing to remain at home	**Plan A** Teachers will set work through ClassCharts for the missing year group in the same fashion as during the school closure March to July 2020. During timetabled periods (1 for foundation subjects, 2 for core subjects, potentially split into half groups for more facilitative learning to take place), they will be available for students through Microsoft Teams. As it would be likely that the year group would remain out of school for a two-week period, we could consider a short Microsoft Form Quiz to assess learning over the duration of time their students are out of school. This will be timetabled in advance. All work to be available through SharePoint Screencasts to continue to be made for all aspects of learning **Plan B** All teachers (as we will be in school) have to provide live, online sessions that could take the following format: • introduction to the lesson • introduction to each task with time limits • opportunity for Q&A • have possibility of smaller groups of students working within Channels in Teams to better replicate group working All sessions would be recorded in order that they could be watched again over the course of time. Under this model, there would be no expectation for work to be set via ClassCharts. Attendance would be closely monitored through Microsoft Teams, and its use reviewed when closely looking at attendance figures. Plan B Is likely to be the most time efficient for members of staff in this scenario. There is an expectation that the amount of work covered in this situation which broadly equate to the amount of work expected whilst in school under normal circumstances. Under both plans, tutors will provide a daily, online tutor period at the same time as other tutor time periods are taking place across the school, although this may be split up into smaller groups over the five days in order that there is more interaction per child. This will be decided by the pastoral team, headed by Mr Western. Implications • I will need to work with Phil In terms of the way that the Microsoft technology would work in this case. • All staff would need to be trained in terms of the use of Teams, both as a

in the case of more than one year group needing to remain at home	There is an expectation that the amount of work covered in this situation which broadly equate to the amount of work expected whilst in school under normal circumstances.
	Plan A
	Teachers will set work through ClassCharts for the missing year groups in the same fashion as during the school closure March to July 2020.
	During timetabled periods (1 for foundation subjects, 2 for core subjects), they will be available for students through Microsoft Teams for Q&A. As it would be likely that the year groups would remain out of school for a two-week period, we could consider a short Microsoft Form Quiz to assess learning over the duration of time their students are out of school.
	All work to be available through SharePoint
	Screencasts to continue to be made for all aspects of learning
	Plan B
	All teachers (as we will be in school) to provide live, online sessions that could take the following format:
	- introduction to the lesson - introduction to each task with time limits - opportunity for Q&A - have possibility of smaller groups of students working within Channels in Teams to better replicate group working
	All sessions would be recorded in order that they could be watched again over the course of time. Under this model, there would be no expectation for work to be set via ClassCharts.
	Attendance would be closely monitored through Microsoft Teams, and its use reviewed when closely looking at attendance figures.
	This will be timetabled in advance when the school timetable is finalised (PAP & LOC)
	Plan A Is likely to be the most time-efficient for members of staff in this scenario.
	Under both plans, tutors will provide a daily, online tutor period at the same time as other tutor time periods are taking place across the school, although this may be split up into smaller groups over the five days in order that there is more interaction per child. This will be decided by the pastoral team, headed by Mr Western.
	Implications
	- We will investigate the way that the Microsoft technology would work in this case. - All staff would need to be trained in extensive terms of the use of Teams, both as a teacher and as a tutor.

In the case of the whole school needing to close – from a short period to a longer period, such as March – July 2020	Key parts of the curriculum in each department area will be identified in advance as those that will be focused upon during any subsequent closure. In this way, we are able to plan better for consistency both within departments and across the school. As this will be clearly identified during an update to curriculum mapping, parents and students will also be able to identify the most important aspects of the curriculum both during closure, and when Independent learning is taking place more generally.

Teachers set work through ClassCharts, with assistive screencasts, that would still provide the ongoing ability for independence in learning to be developed.

All resources will originate from the school SharePoint.

Teachers would then provide an opportunity during a timetabled slot to go through the work that had been set and to answer questions from students. This would also give the opportunity to create separate channels within class teams, where students would be able to work in smaller groups, with the teacher overseeing all of them. This could help us to avoid the issues of not being able to engage every student at one time.

Classes when live would be split into halves or thirds to give better quality in terms of the ability to communicate with students. This will be timetabled in advance.

All lesson materials will continue to be saved onto the school SharePoint (for the most part. This will enable students to review information at home.

Students would continue to be assessed through Microsoft Form Quizzes at the end of each learning cycle, and feedback given. This feedback would be more personalised, as there would be less time used in delivery.

There is an expectation that the amount of work covered in this situation which broadly equate to the amount of work expected whilst in school under normal circumstances.

There will be a daily tutor time for all students through Microsoft Teams, although this may be split up into smaller groups over the five days in order that there is more interaction per child. This will be decided by the pastoral team, headed by Lex Western.

How this would look in practice:

1. teachers set work through ClassCharts; all resources are stored in SharePoint
2. teachers make expectations of work have in terms of completion explicit through the work they set through ClassCharts
3. packs of work are printed from folders that have been populated by departments for use with any students who have limited access to laptops or network at home
4. teachers have timetabled opportunities to work with their groups for Q&A on the current work and for checking of understanding. These sessions are recorded for both safeguarding purposes and for review
5. teachers provide an upload point through Microsoft Forms in order that work can be assessed.
6. teachers set a Microsoft Forms Quiz for students to undertake on a regular basis
7. depending on the length of the closure, teachers also provide feedback on both uploaded tasks and quizzes. There is no expectation that every single task set will be given feedback
8. lack of attendance or lack of engagement in work is carefully tracked and support put into place where necessary by either the pastoral team or the SEN team |

PERINS RECOVERY OF LEARNING

In addition to our closure plans, I felt it would be useful to share our school developments for return of students with regards to teaching and learning and the recovery of learning in particular. Over the next few pages there will be details of general teaching and learning strategies and more specific, bespoke packages (many from external providers). The internal strategies have been formulated very much with the EEF research and the 5 levers in mind. For the additional strategies, I have included details as to which of the strategies they target (EEF/Levers).

<u>Teaching and Learning</u>

<u>Action Plan</u>

[Updating curriculum mapping & revisiting key themes from topics covered during the school closure](#)

[Assessing the needs of students following the school closure](#)

[Development of screen-casting (pre-recorded)](#)

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[Backing up the school curriculum for independent study](#)

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[Preparation for school closure](#)

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<u>Routines in September</u>

[Short term](#)

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Action plan

Updating curriculum mapping & revisiting key themes from topics covered during the school closure

Review should be given to the following:

- Topics that were introduced during the school closure - how can they be reviewed, repeated or included within Work covered over the course of the following year, particularly in the autumn term?

- Response to feedback following Microsoft Form quizzes - are we able to sporadically give students new forms that test understanding following feedback given During the summer term?

- Are we able to develop forms of assessment / regular questioning strategies within classes on a more informal basis (but within a formal structure) that aims to check knowledge and understanding of the topics and skills that were introduced to students over the course of the school closure?

- Will curriculum mapping in each subject area need to be reviewed? Will teams need to think about the position of topics and skills in light of the school closure?

The review of each department's curriculum and approaches to teaching and learning over the course of the school closure will be an integral part of updates to TEFs.

Assessing the needs of students following the school closure

Across the country there will be a huge range in the learning children have engaged in while not in school. There will be children who have spent every day, including the holidays, engaged in formal learning activities and completed every piece of work set by the school. Equally, there will be children who have not engaged in any focused learning activity for the entire time they were not in school. Most children will come somewhere in between. We will need to respond to what children have learnt, not what we expected them to have learnt. We will need to understand what children have learnt and what they have forgotten.

Over the course of the first few weeks, there will be a need, through different forms of assessment such as questioning and the use of quizzes, to assess what students have learned over the course of the closure, and what they have remembered, or not, of learning before the closure. This assessment will assist departments in reviewing and revising schemes of work that focus on which parts of the curriculum may need more attention than others.

The student tracker and the reporting process should be used to identify students most in need. This will enable all groups have relevant staff to

carry out necessary intervention. This will aid key stage managers, heads of house, and middle and senior leaders to identify where students have the greatest need, and where we should perhaps start with a closer monitoring process through the Progress Group, which could be expanded to include some team leaders, or equally we could establish a separate process for team leaders that directly feeds into the Progress Group. Year 10 into 11 will clearly be the initial focus, but it would be worthwhile ensuring that we fit in opportunities for all students across the school to be identified when there are progress concerns.

Development of screen-casting (pre-recorded)

We will be developing our use of screen-casting and the Curriculum Hub on SharePoint following the school closure brought about by Coronavirus. As was always set out, we would be creating a range of screencasts that would cover the following aspects:

- key areas of the curriculum
- common misconception
- Exam style questions (particularly relevant for older year groups, but accessible to all)

Departments are to plan and provide screencasts and associated resources for every part of each scheme of work in their curriculum. The expectation is that there will be 1 screencast to represent each lesson (or series of lessons) that would normally be delivered over the course of a scheme of work.

Screencasts for each lesson (or a group of lessons, as you might find, say, in a double page spread of a text book that would normally take more than one lesson to cover) are likely to last from between 5 to 10 minutes. They will:

- describe the core learning of the lesson
- explain individual tasks
- provide modelling where appropriate
- describe potential pitfalls

- explain work expectations and where work is expected to be submitted (and, where appropriate, which parts are expected to be submitted and where they should be submitted)

Development of screen-casting (recorded while with classes to enable Q&A to be recorded as well)

These recordings would:

- be recorded using Microsoft Teams
- be saved as a Microsoft Stream, and the subsequent recording saved (as a link) in SharePoint
- require the use of a boundary microphone, wireless microphone or a webcam, should the teacher wish to be recorded on video
- ideally only be used for short segments of lessons rather than the whole 50 minutes (it may be used, for example, for an explanation of a task, or checking of answers at the completion of a task, or when you are stopping the whole group for whole class feedback or remodelling of a misconception etc)

Backing up the school curriculum for independent study

The aim of the creation of the work as set out below is in order to cover the following bases:

- to support students with the curriculum that we are delivering, in order that they are able to go back over work that they have covered in class
- to enable students to give more focus to practising topics presented during the closure
- to prepare us in the event of a further school closure

Developing the use of Forms as an assessment tool

Following changes to the off-site provision to include a quiz as part of the learning cycle, we will look to incorporate the following in our summative assessments that we carry out to inform data reporting:

1. more frequent use of Forms (or other reliable ways of testing) when setting summative tests

2. more frequent use of consistent forms of feedback across the school from summative tests

3. incorporation of personalise feedback using Loom / Qwiqr following summative testing and student work in general, where appropriate

Preparation for school closure

In the event of a school closure, we need to be prepared for the following:

- providing work for a small number of students who may need to self-isolate

- providing work for a group of students who need to isolate because of a local lockdown

- providing work for a whole year group

- providing work for more than one year group

- providing work in the case of a full school closure

- enabling opportunities for further support for students relating to the work they have been set through Teams

- providing tutor time opportunities on a routine basis

CPD (INSET)

Provide training or communication on:

- what will happen in the event of further closures (process)

- systems we will use in the event of further school closure (Microsoft Teams (for both recording lessons to populate the Curriculum Hub on SharePoint and for use with small groups in the case of a closure) / Loom / Class Charts (from the setting of work point of view) / SharePoint)

- backing up the school curriculum with the use of pre-recorded (Loom) and live (while in class rather than Teams style as per the curriculum) video lessons

Routines in September
Short term

1. Train all members of staff to use Microsoft Teams in order to give small group and tutor sessions (particularly in the case of school closure)

2. Train all members of staff to record screencasts either through loom or Microsoft Teams

3. Ensure that the Curriculum Hub on SharePoint is set up in order to provide students with activities that act as starters during the transition time (teachers) between lessons that will help students to activate their learning for the following session and (could be) set up by the outgoing teacher (this will be during the transition between Lessons 1/2, 3/4, 4/5 (or 5/6))

4. Where necessary or desired, allocate sections of schemes of work to departmental staff members within your teams

5. Begin to create screencasts and resources for autumn term scheme of work (deadline October half term)

6. Assessing individual needs of students following the closure through informal assessment

1. Update schemes of work and curricular mapping where necessary (in order to ensure that there are opportunities for students to be reminded of key content from the closure period)

2. Departments to create a folder structure within SharePoint as per the description above – this will normally be done as folders as we set up during the closure, but happy for staff to create pages if they know how. As long as it is obvious to students – they click into each subject, then year group, then term, and the lessons are obvious.

3. Begin to create screencasts and resources for spring (deadline Christmas) and summer term (Deadline Easter) scheme of work

4. Create printable resources for each lesson or series of lessons

5. Create (or move over from elsewhere) PowerPoints that can be used alongside the lessons (in an ideal world, the majority of screen-casting would be talking through a set of PowerPoint slides, as well as other resources)

6. Begin to create Microsoft Form Quizzes to be used as assessment (all kinds) to go alongside lessons

7. Review resources from external providers that may be able to sit alongside schemes of work (whether these are things that could be used in class or as independent learning opportunities / extension work)

8. Further curriculum development as a result of teacher assessment and questioning following the restart

RECOVERY AND DEVELOPMENT - ADDITIONAL RESOURCES

1. Small group tutoring

For many years we have had the benefit of three very experienced teachers who act as tutors in English and maths for intervention where required. We have spoken to these and will significantly increase the time they spend in school to act as tutors for small groups of our students to help them recover knowledge in core subjects. Once we have gathered data on the gaps in student knowledge in all subjects, we will be making time and funding available for our teachers to act as mentors, coaches and tutors for students to assist in the recovery of knowledge.

Levers accessed:

Lever 1: Relationships

Lever 3: Transparent Curriculum

Lever 4: Metacognition

EEF

1a. Teaching and whole school strategies -Supporting great teaching

1b. Teaching and whole school strategies - Pupil assessment and feedback

1c. Teaching and whole school strategies - Transition support

2a. Targeted support - one to one and small group tuition

2. National tutoring programme

The National Tutoring Programme is a government-funded, sector-led initiative to support schools to address the impact of Covid-19 school closures on pupils' learning.

From the 2020-21 school year, the National Tutoring Programme will make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures.
There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and the EEF's analysis suggests this is likely to be growing significantly while schools are closed to most pupils.
There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.

However, access to tutoring is often limited to the schools and parents that can most afford it. It's estimated that around 80% of disadvantaged pupils currently don't have access to quality tuition. The National Tutoring Programme aims to support schools in addressing this.
The National Tutoring Programme (NTP) consists of two pillars;
- Tuition Partners: schools will be able to access heavily subsidised tuition from an approved list of tuition partners. These organisations – which will all be subject to quality, safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible.
- Academic Mentors: schools in the most disadvantaged areas will be supported to employ in-house academic mentors to provide intensive catch-up support to their pupils. Teach First will be supporting the recruitment, training and placement of the first cohort of academic mentors.

Guided by quality standards and clear criteria to target support to the most disadvantaged pupils, teachers and school leaders will decide which approach best fits their needs, which tuition partners to work with, and which pupils will benefit most from additional tuition.
The design and delivery of the National Tutoring Programme in its first year will be led by a collaboration of five charities - the Education Endowment Foundation, Sutton Trust, Impetus, Nesta and Teach First - supported by the KPMG Foundation.

Levers accessed:
Lever 3: Transparent Curriculum
Lever 4: Metacognition

EEF
1a. Teaching and whole school strategies - Supporting great teaching
1c. Teaching and whole school strategies - Transition support
2a. Targeted support - one to one and small group tuition

3. My Tutor

MyTutor was founded to offer life-changing tuition for all and work with over 300 schools to help make it happen.

Their online network of inspiring university tutors provide lessons that are tailored to each individual and slot easily into the school day. Results show that students improve by an average of one whole grade in just 12 lessons. At MyTutor, they provide online one-to-one tuition that raises confidence and helps pupils hit their target grades. We will use this programme to support our students' in-class learning, particularly for GCSE core subjects.

Because the lessons all take place online, they conveniently slot into pupils' timetables. All the tutors are talented subject experts, studying at the UK's top universities, and with recent exam experience.

MyTutor in numbers nationally :

11,500 pupils enrolled

12,000 tutors helping pupils succeed

400,000 hours of tuition

delivered 400+ schools

Students who receive private tuition disproportionately come from

better-off backgrounds. To level the playing field outside of the classroom, we are focussing initially on providing one-to-one tuition through Pupil Premium spending as recommended by the Sutton Trust (2019).

Levers accessed:

Lever 3: Transparent Curriculum
Lever 4: Metacognition

EEF
1a. Teaching and whole school strategies - Supporting great teaching
1c.Teaching and whole school strategies - transition support

2a. Targeted support - one to one and small group tuition

2b. Targeted support - Intervention programmes

3b. Wider strategies - access to technology

3c. Wider strategies - summer support

4. Earwig

At the secondary school level progress in core subjects can be tracked through test results and other quantifiable data, but all schools are keen to develop their pupils beyond this narrow spectrum and to demonstrate their achievements in this regard. That is where Earwig comes in. It allows teachers to save and organise photos, videos and documents into digital timelines. Evidence can range from videos of pupils solving a maths equation on a whiteboard, through scanned school work, to a video of a music exam, photos of art or a video of an art sculpture. Records can be also be made outside of the classroom too; for Duke of Edinburgh awards, projects and trips.

- A key feature of the Earwig package for secondary schools is the PORTFOLIO MODULE. This allows pupils to capture their own evidence of progress and manage their own timelines. It also records teacher interventions and links records across individual projects to enable schools to demonstrate vividly the progress of each pupil in each project over time.

- Parents are given a login to their own child's timeline which is highly motivating for pupils. Parents love being able to see activity on trips whilst pupils are still away. Subject Heads can check progress in their subject across classes, teachers or years. Timelines are also used by moderators to keep track of activity in different schools. The additional diary and blog facility allows photos and video to be used as additional parent/teacher communication and older pupils can be given a login to manage the school blog themselves. Timelines can even be used as a teaching tool, eg: to provide examples of 'what a good one looks like'.

Levers accessed:

Lever 1: Relationships

Lever 2: Community

Lever 3: Transparent Curriculum

Lever 4: Metacognition

Lever 5: Space

EEF

1a. Teaching and whole school strategies -Supporting great teaching

1b. Teaching and whole school strategies -Pupil assessment and feedback

1c. Teaching and whole school strategies -Transition support

3a. Wider strategies - supporting parents and carers

3b. Wider strategies - access to technology

5. Elevate

WHAT IS IT?

Elevate helps school students transform their entire approach to studying in 12 weeks.

An Elevate coach works with your child across 12 weeks to completely re-design their approach to studying.

Elevate Coaching develops the child's techniques in Time Management, Motivation, Growth Mindset, Stress Management, and Exams. The coaches help the student to re-shape their attitude and forge new habits that are modelled on the very habits used by past top students.

Over the last 18 years, Elevate has worked with millions of students across the 3000+ schools it advises. Elevate's blend of research-driven techniques and young, relatable coaches is what makes it a world-renowned study skills provider working with schools and families across the UK, Australia, USA, South Africa, and Singapore.

Motivation is a pre-condition to success. Without a compelling 'why', the work won't be put in. They help students to reshape their attitudes and their goals, and in turn build motivation.

Success is not built overnight. The program spans across 12 weeks in order to constantly build upon, reiterate and drill in new habits so that they last.

Students who are ambitious tend to be the students who face anxiety; they care. The programme shows students how to cultivate a set of habits that maximise their well-being, while they continue to work hard and keep stress at bay.

It's no surprise that countless families have experienced a noticeable change in behaviour and marks. When students experience a shift to a Growth Mindset and new behaviours, we see a shift in their marks too.

Students enrol in multiple subjects, read 10 textbooks, and learn hundreds of concepts. How they retain this information for exams is a critical determinant of their marks.

Are you concerned that your child is not investing enough time in school work? Do they do enough study? Do they focus on the right things? This module provides a reliable framework for your child to apportion study and life appropriately.

Knowing the content is one thing, mastering the application of the content in an exam room entirely another. The programme shows students how to overcome exam mind-blank and review their work so that they constantly improve.

Levers accessed:

Lever 1: Relationships
Lever 2: Community
Lever 4: Metacognition
Lever 5: Space
3a. Wider strategies - supporting parents and carers

6. Live-N-Learn

Live - N-Learn started back in 2006 aiming to inspire confidence in young people and encourage them to take personal responsibility. They felt that the motivational companies of the time were pushing a 'can do', dream & think big approach which offered short term self-esteem boosts and did not build resilience. The focus is delivering hard hitting, inspirational workshops that raise aspirations & achievement in young people. The learning experiences are sustained through a series of resources, classroom lessons, follow up visits and accompanying staff development & parent events.

Students experience a variety of practical & effective study tools & techniques required to achieve exam success. By tackling the challenge of 'how to study', young people recognise how their attitude towards their own capacity for improvement, plays a key role in their motivation to revise independently and persist in the face of setbacks. Topics covered:

- Taking personal responsibility and 'making it happen'
- Time management & prioritisation
- Developing a growth mindset & building resilience
- 4 step revision process with 30 study strategies
- Overcoming distractions
- Grasping opportunities

Levers accessed:

Lever 1: Relationships
Lever 2: Community
Lever 4: Metacognition
Lever 5: Space

EEF
1a. Teaching and whole school strategies -Supporting great teaching
3a. Wider strategies - supporting parents and carers

7. subject specific catch up schemes

No-one knows the students better than their subject teachers. The most effective support is always done internally. In addition to this, our staff have been working throughout the lockdown period, not only delivering and assessing work for students but researching the best products, software and materials to aid in recovering learning. As such, we have made funds available for individual subject areas to put in place bespoke programmes for all students in order to not only make up for the time lost due to covid but to accelerate the learning for now and the future.

Levers accessed:

Lever 1: Relationships

Lever 2: Community

Lever 3: Transparent Curriculum

EEF

1a. Teaching and whole school strategies -Supporting great teaching

1b. Teaching and whole school strategies -Pupil assessment and feedback

2a. Targeted support - one to one and small group tuition

2b. Targeted support - Intervention programmes

3b. Wider strategies - access to technology

8. Transition events /Pastoral support

Many will have already received details about pre season sports training and Gifted and Talented programmes of study during the summer. We are confident that these programmes will assist in. the pastoral well-being of students in their return to learning.

Other aspects of support we have put in place to assist in students well-being, mental health and general pastoral issues include:

- class-charts - within this new software for school based rewards and behaviour is a module focussing on well-being. This will be shared early in the new term with all students.

- Year 7 programme:

  - ★Guidance Manager has either visited in school or had Zoom meetings with all new students (apart from those that have gained places during the summer). Some of these meetings have had a current pupil speak to them about Perins from a students' perspective.

  - ★All new year 7 tutors have recorded video messages (posted on website). This was designed to reassure pupils and let them see a 'friendly' face and know who to look out for on their first day if we couldn't hold any face to face transition events.

- ★Pupils (and parents) sent extensive transition info and encouraged to complete an 'all about me' poster to be shared with GM and tutor so that they know a little about the student before meeting them.

- ★Induction days have taken place on 23rd and 24th July. These saw all students timetabled to spend a little time with their tutors and half of their new tutor group. This took place on site so that key areas can be pointed out and September doesn't come as a shock.

- ★'Year 7 only' day planned for September so that they can start to find their feet without the rest of the years in.

- ★Subject areas have contributed to a collection of 'optional summer tasks' for the students so they can start earning house points already and cover a few things that will help with transition to individual subjects.

- Additional timetable slots to assist students in readapting to school life with a guidance manager/SEND team member

- Guidance team have completed mental health 'first aid' courses during the lockdown period to support vulnerable young people

Levers accessed:

Lever 1: Relationships

Lever 2: Community

Lever 4: Metacognition

Lever 5: Space

EEF

1c. Teaching and whole school strategies -Transition support

3a. Wider strategies - supporting parents and carers

3c. Wider strategies - summer support

9. Intervention Programmes

We have numerous intervention programmes already in place at Perins for a wide range of needs. These include boys only progress groups, most able groups, borderline grade students, EBacc support groups and many others. In light of the increasing need due to covid, we have increased the capacity of these and provided more staff hours and will accommodate a greater number of students. Some of the intervention programmes that we find most effective at Perins include:

Levers accessed:

Lever 2: Community

Lever 3: Transparent Curriculum

Lever 4: Metacognition

Lever 5: Space

EEF

1a. Teaching and whole school strategies -Supporting great teaching

1b. Teaching and whole school strategies -Pupil assessment and feedback

2b. Targeted support - Intervention programmes

2c. Targeted support - Extended school time

10. **extend school time**

In order to support the pastoral transition back into school life, we have put plans in place to open the school earlier each morning. This is in response to a number of students and parents telling us that they feel uncomfortable travelling on public/school transport and therefore will allow for parents to drop off before they go to their places of work. The school site and all class bases will therefore be accessible from 8 a.m. (and earlier with prior arrangement if necessary.

Levers accessed:

Lever 1: Relationships

Lever 2: Community

Lever 4: Metacognition

Lever 5: Space

EEF

11.Online recorded lessons

One of the benefits of our new systems that we will have in place to prevent loss of learning due to any further lockdowns (whether individual isolation, partial lockdown, area lockdown or whole school) is that all topics for every subject will now be recorded as interactive lessons that can be accessed by all pupils at all times. This is something we have been trying to achieve for some time and will allow students to:
- access every topic in the curriculum with Perins teachers delivering live
- have accompanying worksheets and materials through the systems we have been using during the covid period
-have access to teachers other than their main subject teacher (so that the same topics could be taught in a different way to ease understanding.
-provide a bank of resources for revision purposes
-ensure that no matter the reason for absence, no learning is ever missed

Levers accessed:

Lever 3: Transparent Curriculum
Lever 4: Metacognition

EEF
1a. Teaching and whole school strategies
-Supporting great teaching
2b. Targeted support - Intervention programmes
2c. Targeted support - Extended school time
3a. Wider strategies - supporting parents and carers

3b. Wider strategies - access to technology
3c. Wider strategies - summer support

12.Catch-up time in timetabled lessons

The curriculum maps set out by each department allowed for additional learning opportunities outside of the prescribed curriculum. This was part of the benefit of our three year GCSE programme. In the current circumstances, we have been able to modify these in each subject area to provide opportunities for revision of topics studied during lockdown and for all students to recover any lost learning during timetabled lessons. We are confident that for all subjects, we will be able to recover the learning lost during the covid period. In addition, the consultation regarding GCSE's 2021 has taken place and the recommendations have been published. I have included below a link which will include a summary table of all GCSEs and changes to the assessment. Many of these will assist in the time scales for completion of courses.

https://assets.publishing.service.gov.uk/gover nment/uploads/system/uploads/attachment_d ata/file/906173/Consultation_decisions_-_pro posed_changes_to_the_assessment_of_GCS Es__AS_and_A_levels_in_2021.pdf

Levers accessed:

Lever 3: Transparent Curriculum
Lever 4: Metacognition

EEF
1a. Teaching and whole school strategies - Supporting great teaching
1b. Teaching and whole school strategies - Pupil assessment and feedback
1c. Teaching and whole school strategies - Transition support
2b. Targeted support - Intervention programmes

13. Current successful programmes

Among the many programmes we offer across the school, some of these fit the purpose of recovery better than others. I have highlighted a few of these below as examples of ongoing interventions and support we offer throughout.

Name	Description	Area of need	Who benefits
Accelerated Reader	Reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.	Cognition & Learning	All year 7 students
Achievement for All	Targeted Pupil Premium student tracking and mentoring.		
KS4 English tutoring	1 to 1/small group English tutoring, personalised according to need (directed by class teacher).	Cognition & Learning	Selected year 11 following internal GCSE trial exams
KS4 Maths tutoring	1 to 1/small group Maths tutoring, personalised according to need (directed by class teacher).	Cognition & Learning	Selected year 11 following internal GCSE trial exams
Lexia	Lexia is a computer-based approach to improving reading. Lexia provides a balanced approach to reading covering six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary and comprehension. Lexia begins with an assessment to place students at the appropriate starting point on the programme and the software then tracks pupils' progress as they work independently, automatically providing extra practice on areas of difficulty where needed. Pupils are expected to use the system at least four times each week for around 30 minutes	Cognition & Learning	Selected year 7&8 following our internal baseline testing for reading and spelling
Motivating underachieving boys	An in-house programme devised to bridge the gap that is seen nationally between boys and girls. The focus is on single sex small group work to ensure that content is delivered with a specific purpose and nature.	Attitude to Learning	Selected year 11 following internal GCSE trial exams
Paired Reading	Paired reading out loud	Cognition & Learning	Selected year 7&8 following our internal baseline testing for reading and spelling
Pastoral – 1 to 1 support (JH/FS/FC)	Trained pastoral mentors are essential in the development of young people at Perins. The qualifications and experience we have within our pastoral team is second to none and the benefit gained by students on this programme is significant in meeting their needs.	Social, Emotional and Mental Health	
Pastoral – small group work (SEMH)	often it is useful for small groups of like minded students to work together to overcome difficulties or increase their self-esteem, improve emotional well-being or gain confidence.	Social, Emotional and Mental Health	
Personal Mentoring	Mentoring for learning, organisation & self-esteem. Learning how to learn (metacognition).	Attitude to Learning	Selected year 10/11 following internal GCSE trial exams
Sky Living for Sports	Sky Sports Living for Sport is a free secondary school initiative, delivered in partnership with the Youth Sport Trust, that sends Athlete Mentors into schools to help pupils harness the power of sport to improve their lives.	Social, Emotional and Mental Health	Selected students
Success@Arithmetic	Success@Arithmetic is a light touch calculation-based intervention for learners in Key Stage 2 and Key Stage 3 who have difficulties with arithmetic proficiency and need support to improve their understanding of number and written calculation skills. It helps them to make faster progress and to catch up with their peers through a mastery approach	Cognition & Learning	Selected year 7&8 following out internal mathematical screening tests
You are Awesome – emotional resilience	Small group discussion sessions with respect to developing self-esteem with the move from primary to secondary school (a new you)	Social, Emotional and Mental Health	Selected year 7 students following year 6 transition meetings and tutor recommendations after 1st term.

10

PARENT/SCHOOL PARTNERSHIP

Key to our recovery of students learning is the partnership between school and home. We have learnt many lessons throughout the covid closure period and we value the contribution of the families at Perins and the wider community. Personally I have appreciated the emails of thanks and the questions that allow me to constantly evaluate and reformulate. It is clear that among our parents and families, there is a wide range of knowledge and experience and we are all

passionate about ensuring that our young people are safe, happy and receive a first class education. Therefore moving into the new academic year I am keen to:

- increase the contact with you as our families. This will mean that alongside the school newsletters, I will continue to update you on all aspects of the schools development and our actions going forward.

- Encourage you to contact us for advice, support and to share information. This works both ways so please do not hesitate to let me know if you feel that there are things that we could be doing better to support your child as you know them better than anyone (including their learning during the closure period). We are now set up to arrange meetings via Microsoft Teams or we can arrange a phone call with myself or a member of my team.

- Parents evenings - We have pushed these back in our calendar (into the new year) while we establish safe and effective protocols. This doesn't mean that you will not get updates on your child's progress though as the new Earwig package (soon to be introduced), increased communication via 'class-charts', termly monitoring reports and of course direct access to staff will be in place. We have an effective progress team in place to help your child with academic issues and our student services/guidance/pastoral team is second to none when it comes to supporting with pastoral issues. The teams have undergone further training during the closure period to support our young people and we have invested in the well-being of all members of the school

community in preparation for what may be a difficult return for some.

- As mentioned above, we value your input and the additional expertise you bring to the school. Being a Multi-Academy Trust brings a degree of autonomy. Traditional governing bodies, including minimal elected parents of schools have had a broad agenda, often focussing on finance and wider issues. We have made the decision to focus more on what is important for the development of our school and students and have changed the model of school strategic development. From September we will have in place Local Advisory Boards made up of an increased number of parents, teaching staff, support staff, students and the wider community. Details of these are found in the next pages and the system for election will be shared early in the new term.

Local Advisory Board (on behalf of Ms Katy Toms – Chair of Trustees)

In accordance with current best practice for Multi Academy Trusts, the Trust Board is re-vamping its systems for local governance in our schools. From September we are setting up Local Advisory Boards in both our schools. These boards will consist initially of elected parent and staff members, though we hope in time to introduce wider community representation as well.

The Local Advisory Boards will provide advice and support to help The MAT board achieve its aims for their school and the MAT as a whole. Their role is to help key stakeholders to get involved in the life of the schools and The MAT, contribute to their development, and promote them within the community.

The LAB's will meet 3 times a year, starting in November 2020.

The MAT Board requires all LAB members to have:

• A commitment to a particular school and a willingness to support the aims of MAT as a whole.

• A strong commitment to the values of the MAT - Unlocking Potential, Enriching Lives

• A willingness to learn.

• A willingness to devote the necessary time and effort to the school's business including reading papers, attending meetings and attending training sessions.

 • An understanding and acceptance of the duties and responsibilities set out in the Scheme of Delegation.

• Effective communication skills and a willingness to ensure effective communication between the LAB and the Board.

• Good independent judgement.

• Experience of schools (as a former Governor, a parent, a member of staff for example)

We are asking Parents to put their names forward for election to the LAB, we intend to elect 2 parent representatives for each year group if possible this year.

This is an exciting opportunity for parents to become involved in the strategic direction of their school and the Multi Academy Trust and the Trust Board would greatly appreciate your input.
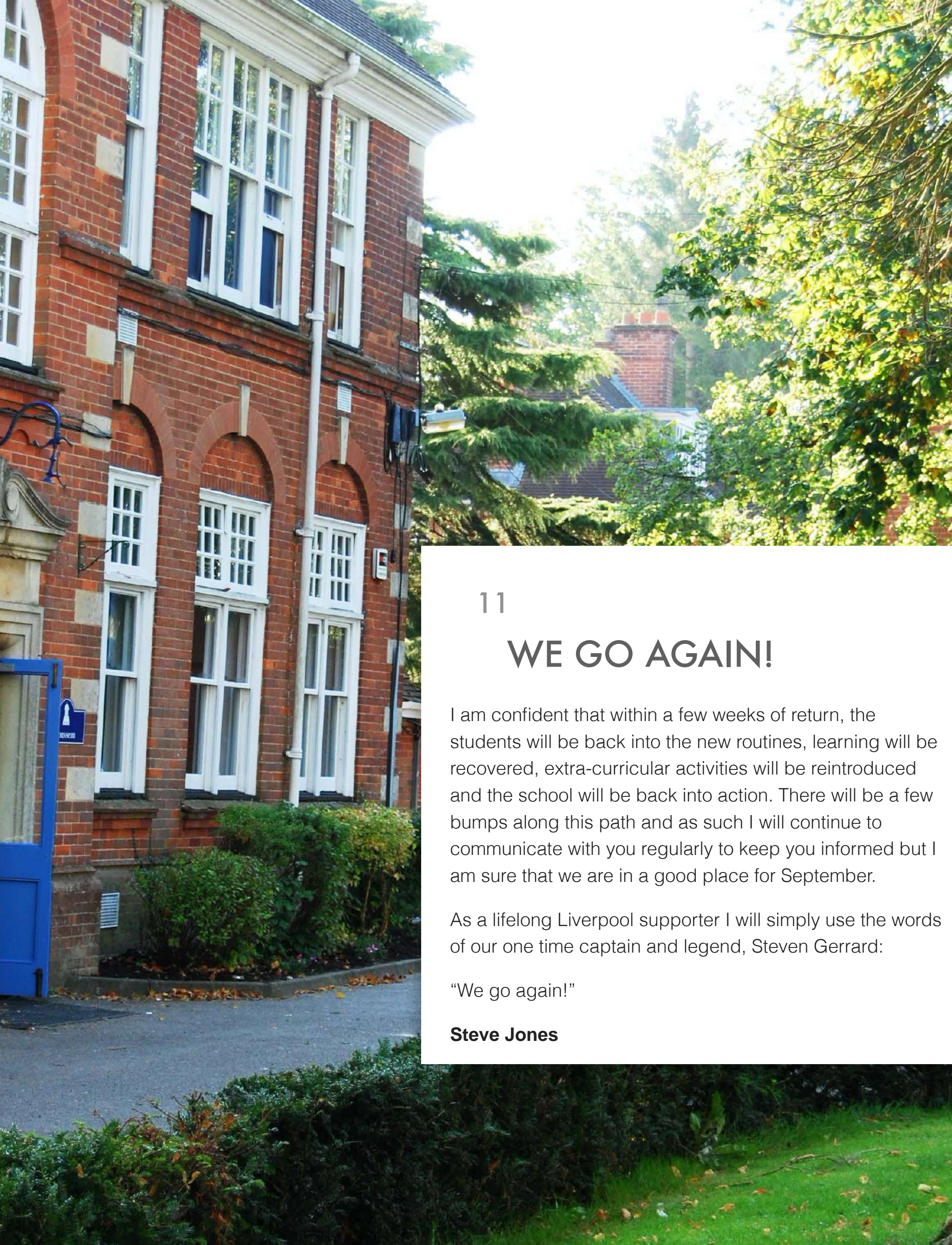
11

WE GO AGAIN!

I am confident that within a few weeks of return, the students will be back into the new routines, learning will be recovered, extra-curricular activities will be reintroduced and the school will be back into action. There will be a few bumps along this path and as such I will continue to communicate with you regularly to keep you informed but I am sure that we are in a good place for September.

As a lifelong Liverpool supporter I will simply use the words of our one time captain and legend, Steven Gerrard:

"We go again!"

Steve Jones