Meeting of the University Academy of Engineering School Advisory Board

4.00 pm on Thursday, 9 July 2020
in MS Teams

Agenda

No.	Item	Pages	Presenter
6.	Principal's report - focus on online school	73 - 96	JT
10.	Assessment and reporting	97 - 102	JT

Date of next meeting
4.00 pm on Thursday, 15 October 2020

Members: Chris Mallaband (Chair), Veronica Allen, Safia Barikzai, Karen Fowler, Philipp Herzberg, Zakir Matin and John Taylor

Apologies: Alex Drake

In attendance: Michael Broadway, Dan Cundy and Dominique Phipp

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SOUTH BANK ACADEMIES
A Multi-Academy Trust **LSBU | GROUP**

Principal's Report to SAB
UAE South Bank

Produced by: John Taylor
Date: 9th July 2020

a) **Quality of teaching**

Quality of teaching %	Exemplary practice (in addition to meeting standards)	Meeting all teachers' standards	Not meeting all teachers' standards	Cause for concern (in addition to not meeting standards)
Year to date		94	6	

Notes: (Including trends over time, actions relating to sharing best practice, supporting improvement, links to CPD and quality assurance systems)
Before lock down three teachers were identified as requiring more support to meet the teacher standards. One teacher will be leaving UAE at the end of this term. Support for the other two teachers will resume once school is fully reopened in September, both are currently meeting the required standards with their online and live lessons.

Also prior to lock down we commissioned the Teacher Development Trust (TDT) to conduct an audit of our CPD. This was completed and we will be continuing our work with TDT to drive improvement in our CPD provision for all staff in September.

Quality of teaching during the lockdown

CPD

Since the lockdown in March, UAE staff have welcomed the opportunity to participate in the numerous webinars and free CPD courses online. We have created a Remote CPD folder in google drive, which contains links to podcasts, articles and many other resources. There is also a google form that staff use to capture the training they have accessed during this time. In addition, in light of the cancelled Festival of Education, I was able to organise a virtual CPD/Staff day on June 5 for everyone. We were lucky to secure Tracey Campbell from Together Transforming Behaviour to give a bespoke keynote speech to support further thought and discussion on developing our shared culture at UAE. All staff attended this session. The rest of the day consisted of a choice of live zoom webinars such as effective remote learning and recovery curriculum and optional recorded sessions, compulsory sessions that were essential for all to fully engage with the next stage of reopening and I was also able to include some wellbeing sessions. The day ended with a whole staff zoom plenary session. Feedback on the day was very positive and I will be implementing some of this new structuring in future CPD days.

Pedagogy

At UAE we were in the fortunate position of having, and of already using Google Classrooms. We were on an evenly paced trajectory to become a Google school, but the lockdown meant that teachers had to be rapidly upskilled in creating and posting engaging online lessons. Nick Moore, our Google expert supported staff with an array of video tutorials and teachers learnt how to make screen captures to give more detailed instructions and explanations to students. Staff have been encouraged to replicate key pedagogy, such as retrieval practice activities, chunking and dual coding used in lessons in school in their online lessons. The CPD day session on the EEF remote learning report served as a timely reminder for staff.

After feedback from staff and families, we realised our initial desire to run the normal school day online was unrealistic, both staff and families were finding it hard to keep up with the volume of work whilst coping with lockdown in their homes. The timetable was modified to give all students three lessons per day that were posted at 9.00 am. This allowed staff and families to better structure their days. HoDs worked with their teams to decide the content to teach, we were conscious that some students, despite our best efforts, were completing very little work and we needed to balance the need to teach new content with the need to not further increase the attainment gap in disadvantaged students.

In recent weeks, with DfE guidance our teaching has changed once again. Teachers have undergone further training to ensure they can all conduct live lessons using the Google Meets platform. Years 7 to 9 now have timetabled live lessons at the same time each day. The year 10 cohort have been divided into three based on their engagement in online learning and each cohort has timetabled face to face lessons in school. Prior to reopening, training days

were scheduled for staff which included discussions on how the lessons could be used to; gain an understanding of where students were in their learning, to re-engage and reconnect with them and allow them opportunities for dialogic learning. Staff will also use these lessons formatively to support comprehensive curriculum planning for September. Staff and students have really enjoyed being back together in school, despite the new social distancing rules and procedure

b) Attainment

Data to be inserted here in school's own format for Years 7-10 and 12. Year 11 and 13 separate sections below.

Notes: (commentary on performance of all years from 7 (or 10) -13 against target and over time, including pupil premium gap, gender gap) We would have been in a position to report on the end of year assessment outcomes for years 7 to 10 at this point. Unfortunately, due to lockdown, these have not happened. We are currently planning our formative and summative assessments for the Autumn term.

Year 11 (current performance)

Year 11 (2019/2020) CAG

Whole Cohort

Pupils

● 132 Pupils   ● 99 Boys   ● 33 Girls

Baccalaureate

| 70 |

70 Pupils Entered - 53.03%

25.76% Standard Pass
34/132

9.85% Strong Pass
13/132

Baccalaureate Subjects

		Eng	Ma	Sci	Hums	Lang
Entries		131	132	130	92	101
		99%	100%	98%	70%	77%
Standard		112	86	101	60	63
		85%	65%	77%	45%	48%
Strong		72	67	82	44	31
		55%	51%	62%	33%	23%

Summary

4.32	0.56	-0.06	-0.3
APS	Sci VA	Hums VA	Lang VA

English

	Entries	9 to 7	9 to 5	9 to 4
	131	15	72	112
Pupils	99.24%	11.36%	54.55%	84.85%
Entries	-	11.45%	54.96%	85.50%

Maths

	Entries	9 to 7	9 to 5	9 to 4
	132	21	67	86
Pupils	100.00%	15.91%	50.76%	65.15%
Entries	-	15.91%	50.76%	65.15%

Science

		Pupils	Entries
1 Science	131	99.24%	-
Grade 4+	102	77.27%	77.86%
2 Sciences	131	99.24%	-
Grade 4+	102	77.27%	77.86%
3 Sciences	55	41.67%	-
Grade 4+	51	38.64%	92.73%
Bio/Chem/Phys	32	24.24%	-
Grade 4+	30	22.73%	93.75%

MFL

		Pupils	Entries
1 MFL Entry	101	76.52%	-
Grade 4+	63	47.73%	62.38%
2 MFL Entries	4	3.03%	-
Grade 4+	3	2.27%	75.00%

English & Maths Threshold

Both Subjects

33%	
<5	43
<4	16
12%	

English Only

17%	
22	5+
30	4+
23%	

Maths Only

3%	
4+	4
5+	17
13%	

Both Subjects

62%	
82	4+
50	5+
38%	

131 Pupils Entered - 99.24%

Entries

9 to 8 - inc A*'s (9.31%)
| 99 |

9 to 7 - inc A*-A (19.00%)
| 202 |

9 to 5 - inc A*-B (51.93%)
| 552 |

9 to 5 - inc A*-C (56.82%)
| 604 |

9 to 4 - inc A*-C (75.92%)
| 807 |

Total	Average
1063.00	8.05

Progress 8

■ A8Estimate ■ A8Actual
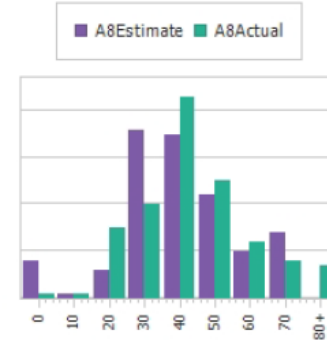
	A8	P8
English	9.47	-0.35
Maths	8.79	-0.25
EBacc	15.39	+0.5
Other	14.24	-0.11
Overall	**47.89**	**0**
Filled Slots	**130**	**98.48%**

Performance

	Pupils	Percent
5 A* to C	94	71.21%
Inc EnMa (4+)	77	58.33%
Inc EnMa (5+)	49	37.12%
5 Grade 5+	56	42.42%
Inc EnMa:	45	34.09%

Details			EM Threshold													Progress 8							
			Entered		Standard Pass						Strong Pass						Summary				Baskets			
					Both		English Only		Maths Only		Both		English Only		Maths Only									
	Name	Pupils	#	%	#	%	#	%	#	%	#	%	#	%	#	%	KS2 APS	Entries	Score	% Positive	English	Maths	EBacc	Other
Basic																								
	All Students	132	131	99.24	82	62.12	30	22.73	4	3.03	50	37.88	22	16.67	17	12.88	4.86	124	0	50	-0.35	-0.25	0.5	-0.11
SEN																								
	SEN	36	36	100	15	41.67	11	30.56	1	2.78	3	8.33	6	16.67	8	22.22	4.72	35	-0.54	34.29	-0.76	-0.95	-0.09	-0.56
	Non SEN	96	95	98.96	67	69.79	19	19.79	3	3.13	47	48.96	16	16.67	9	9.38	4.91	89	0.21	56.18	-0.19	0.03	0.73	0.06
	SEN gap	-60	-59	1.04	-52	-28.12	-8	10.76	-2	-0.35	-44	-40.63	-10	0	-1	12.85	-0.19	-54	-0.75	-21.89	-0.57	-0.98	-0.82	-0.63
Gender																								
	Males	99	98	98.99	63	63.64	19	19.19	3	3.03	37	37.37	15	15.15	15	15.15	4.93	94	-0.2	43.62	-0.62	-0.38	0.27	-0.29
	Females	33	33	100	19	57.58	11	33.33	1	3.03	13	39.39	7	21.21	2	6.06	4.64	30	0.63	70	0.5	0.17	1.21	0.44
	Gender Gap	66	65	-1.01	44	6.06	8	-14.14	2	0	24	-2.02	8	-6.06	13	9.09	0.29	64	-0.84	-26.38	-1.12	-0.55	-0.94	-0.73
Pupil Premium																								
	Pupil Premium	77	76	98.7	43	55.84	21	27.27	2	2.6	27	35.06	14	18.18	11	14.29	4.87	75	-0.25	40	-0.51	-0.55	0.27	-0.4
	Non Pupil Premium	55	55	100	39	70.91	9	16.36	2	3.64	23	41.82	8	14.55	6	10.91	4.85	49	0.38	65.31	-0.09	0.22	0.85	0.33
	Pupil Premium Gap	22	21	-1.3	4	-15.06	12	10.91	0	-1.04	4	-6.75	6	3.64	5	3.38	0.02	26	-0.63	-25.31	-0.42	-0.77	-0.58	-0.73
FSM																								
	FSM	52	52	100	31	59.62	12	23.08	1	1.92	18	34.62	8	15.38	10	19.23	4.96	51	-0.35	39.22	-0.67	-0.64	0.15	-0.45
	Non FSM	80	79	98.75	51	63.75	18	22.5	3	3.75	32	40	14	17.5	7	8.75	4.79	73	0.24	57.53	-0.12	0.03	0.74	0.12
	FSM Gap	-28	-27	1.25	-20	-4.13	-6	0.58	-2	-1.83	-14	-5.38	-6	-2.12	3	10.48	0.17	-22	-0.59	-18.32	-0.55	-0.66	-0.59	-0.57

Full Student Comparison (link)

Full Subject Comparison (link)

Year 13 (current performance and professional prediction data)

ALPS Summary

Type	Subject/Teaching Set	2018/19				2019/20			
		Entries	Score	Grade	Avg PA	Entries	Score	Grade	Avg PA
A	A - Biology	3	0.47	9	5.87	3	0.75	7	5.35
A	A - Business Studies	-	-	-	-	1	0.96	6	6.67
A	A - Chemistry	3	0.59	8	5.95	4	0.94	3	5.68
A	A - Economics	2	0.69	8	4.71	1	0.96	5	6.67
A	A - Mathematics	4	0.57	8	5.96	7	0.99	3	5.63
A	A - Physics	4	0.63	8	5.59	5	0.89	4	5.73
16 Ext Dip	16 Ext Dip - Engineering	-	-	-	-	36	0.96	-	4.89

A Level Summary

	A* - A %		A* - C %		A* - E %	
	Predicted	Actual	Predicted	Actual	Predicted	Actual
Biology	33	0	100	33	100	100
Business Studies	0	0	100	100	100	100
Chemistry	25	25	100	50	100	100
Economics	0	0	100	100	100	100
Mathematics	28	14	100	71	100	100
Physics	20	20	100	60	100	100

BTEC Summary

	% D*D*D* - D*DD	% D*D*D* - DDD	% D*D*D* - DDM
Engineering	25	67	100

Notes: (commentary on performance of Year 13. To include attainment at A*-C and A*-E for A levels, grades for BTEC, average grades, ALPS or progress/value added measures).

 - The overall performance shows an improvement on previous years with students awarded A* - B grades for the first time in the school's history. This was evidence of the 6th Form attracting students who were of true A Level standard for the first time.

- One student applied to Oxbridge (Natural Sciences at Cambridge) and was invited to interview

Biology

3 students. One had very poor attendance due to mental health issues and 2 students struggled with the subject due to their weak English (they are both EAL)

Business Studies

1 student who worked well throughout the 2 years

Chemistry

4 students. 2 worked extremely well throughout the course and 1 student had poor attendance, particularly in Year 13.

Economics

1 student who worked well throughout the 2 years

Mathematics

Our largest subject area. A significant improvement on last year. A* - C % hindered by 2 students who had poor attendance to school, especially in Year 13

Physics

Again, an improvement on recent years. 1 student who was not really suitable for the course and one who had poor attendance due to mental health issues.

BTEC Engineering

Slightly lower grades than last year, in the main due to the external Maths elements. Students are following the course with maths that is relatively weak (a small number had not attained Level 4 at GCSE when they entered the 6th Form)

c)   **Attendance**

	Attendance Year 7-11 (National average) %	Persistent absence (National average) %	Lateness %	Attendance Year 12 and 13
Year to date	**95.00% - Year 7** **93.90% - Year 8** **93.44% - Year 9** **94.68% - Year 10** **93.08% - Year 11** **Total 94.6**	**15 - Year 7** **25 - Year 8** **22 - Year 9** **14 - Year 10** **18 - Year 11** **13 - Year 12** **9 - Year 13** **Total = 15.6%**	**1.46% - Year 7** **2.62% - Year 8** **3.86% - Year 9** **4.70% - Year 10** **3.99% - Year 11** **6.57% - Year 12** **6.64% - Year 13** **Total 3.61%**	**90.09% - Year 12** **85.67% - Year 13**

Notes (Including notable differences between groups including year groups, and change over time)

d) **Behaviour and exclusions**

	Fixed term exclusions (number/days/average length)	Permanent exclusions	Internal removal from lessons
Year to date	73, 228.5, 3 days	1	1116

Notes:
The figures above is data recorded pre covid lockdown.

Attendance Post lockdown:
We have been open everyday from 10am to 2pm for vulnerable students and we have had 6 students attend school during this period.
We have continued to monitor engagement, contacting parents where engagement has been poor.

To encourage students to continue with their online lessons we have recorded reward assemblies where we publicly recognise students for the outstanding contribution and engagement with their work. All Head of Houses make regular calls to our most disaffected families and record these calls on a shared document.

f) Staffing

After a busy round of recruitment for the Summer and Autumn terms, we are pleased to welcome the following new starters.

Surname	Forename	Post	Start date	End date	Notes
Yeates	Julia	Teacher of Humanities	13/07/2020	Perm	New role - department growth
Lawrence	Ruby	Teacher of Mathematics	06/07/2020	Perm	Replacement post
Dumitru	Andreea	Teacher of Mathematics	06/07/2020	Perm	Replacement post
Ahmed	Hassan	Teacher of Physics	13/07/2020	Perm	Replacement post
Austin	Bert	Teacher of Chemistry	13/07/2020	Perm	Replacement post
Perez	Laura	Teacher of Business	10/06/2020	Perm	New role – department growth
Foli-Lassey	Barbara	Teacher of Humanities	01/09/2020	Perm	Replacement post
Rossi-Valverde	Cristina	Teacher of Spanish	01/07/2020	Perm	Replacement post
Ardila	Jennifer	Teacher of Spanish	01/09/2020	12/06/2021	Mat leave cover
Kajue-Adolphi	Christian	Teacher of Humanities	12/10/2020	31/10/2021	Mat leave cover
Bloomfield	Phil	EAL HLTA	13/07/2020	Perm	New role - department growth
Edwards	Jake	EAL LA	13/07/2020	Perm	New role - department growth
Apraku	Andrew	Head of House	01/06/2020	Perm	Replacement post
McPherson	Rhianne	Learning Assistant	08/06/2020	Perm	Replacement post
Ben Mansour	Fadhel	Learning Assistant	08/06/2020	Perm	Replacement post
Amonoo	Jamilla	Attendance and EWO	08/06/2020	Perm	Replacement post

We are currently shortlisting the following posts: LRC Coordinator; Sixth Form Support Officer; temporary teacher of Spanish.
We are about to go out to advert on: unqualified teachers of music and art; PE Coach; Head of Year.
We have the following TLR roles on offer for September: Head of Dance; Head of Drama; Head of PSHE; Head of Outdoor Education; Head of DT.
We will be recruiting in the longer term for an Assistant Vice Principal (start date TBC) and Head of MFL for January start, following a late resignation from the current Head of MFL.

Disciplinary
There are no current disciplinary cases.
There is one staff investigation currently in progress which may result in future disciplinary action.

g) Development plan update

> **Notes:**
> This is a separate agenda item in this meeting

h) Enrichment, culture, values development

> **Notes:**
> This will be covered in the SEF and SDP items in this meeting

Additional comments from the Principal.

Response to George Floyd's killing:
This is a copy of the letter we are sending to all parents in the next few days.

UAE response to the unlawful killing of George Floyd.
Since November we have been working with students on 'Decolonising our Curriculum' so that it is more representative of the community we serve and tells the truth about Britain's role in Colonialism. We celebrated Black History Month with student lead assemblies and a wonderful installation by our Art Department celebrating Black British artists. We have hosted the S.M.I.L.E project for a group of Year 9 Boys which aims to address damaging stereotypes of young black men and provide a safe space for our students to share their experiences. We have worked with Mentivity for over a year who have been doing some wonderful work in school by assisting us in mentoring our students. Last month, Mentivity were eatured on the BBC for their work have in training police recruits against racial profiling. Our wonderful LSAs run a project called Young Girls Matter which aims to explore barriers that young women face and help empower them.

However, recent events have shed light on the continual injustices that many of our students and staff face every day and we believe we could do more to becoming an anti-racist school.
Actions we have taken so far:
 - We have done a lot of listening, holding open forums for staff and students to share their experiences and feelings about Black Lives Matter.
- We have put together resource packs for students including reading, advice and discussion material
- Black Scientists Matter is an instagram page set up by our science teachers to highlight the achievements of black scientists worldwide.
- We have put together a strategy document which identifies four strands of improvement we are committed to
 - **Our Curriculum should be culturally responsive and prepares students to be future changemakers.**
-All stakeholders within UAE should feel valued, respected and cared for
- **All should have a chance to explore their identity and be seen and heard**
- We will hold professional development sessions to ensure all staff are aware of Equality, Diversity and Inclusion and build our skills on this
 -**We will ensure that we actively review and amend policies to ensure we are enacting equality of opportunity for all.**

We plan to continue our work in September where students will lead on renaming our Houses - they will be able to choose people that inspire them. We will use form times and assemblies to discuss Black Lives Matter and create more spaces where students can share their concerns and experiences. We will have done even more work on our curriculum throughout Key Stage 3 so that it tells a story about all of us - you will be able to see new curriculum overviews for KS3 on our website shortly. Our staff will be undertaking training in unconscious bias to ensure that we are highly skilled in promoting equality. We will be looking at ways we can work with local black businesses through Day 10 to inspire our young people and support our community (if you run or own a local business and would like to work with us - please contact

joseph.jackson@uaesouthbank.org.uk). We have signed up to work with Citizens UK who are a community action group which involves young people in campaigning for change - we want to empower our young people to be the changemakers of the future. If you have any thoughts or suggestions about how we might further this work please do get in touch with our Vice Principal, Ms Moses annette.moses@uaesouthbank.org.uk

Recovery curriculum

Hannah Dalton, one of our Assistant Vice Principal's has been working with 'Big Education' on the development of a model for a recovery curriculum that supports all the students as they return from a long period of lockdown and isolation. It has received considerable national attention and is being taken up by many secondary schools. We will be modelling this approach to planning for the schools reopening in September.

This is the outline of the plan:

How can schools respond to loss and rebuild life for our communities post pandemic?

There are many matters to consider when planning and preparing the return to school for students and the wider school community. As well as the overriding need to ensure the **safety** of students and staff, there is a growing recognition of the psychological impact of Covid-19 and the wellbeing of children and adults. It is important that **wellbeing** forms the foundation of any approach to reopening schools. On this firm foundation, future **learning** will stand.

This document has been heavily informed by Professor Barry Carpenter's thinking regarding a 'recovery curriculum' which forms a central part of our approach. This toolkit is meant to generate productive conversations and help shape a bolder vision of education when responding to what has been lost during lockdown and how best to rebuild and renew learning for the communities we serve.

It's intention is to act as a living document within your organisation - one that is returned to and reflected upon as time moves on. It should help shape a return that is responsive to the needs of your school community. It also recognises that profound change may be needed, not only to our daily practices but to the very purpose of the education we provide.

Kiran Mahil and Hannah Dalton, School Leaders, London.

What has been lost? According to Professor Carpenter, 'the current thread that runs through the current lived experiences of our children is one of loss.' He identifies 5 losses, which he believes will cause a rapid erosion of the mental health state of our children. We consider these losses to involve the following:

Routine: such as the start of the school day, the ritual of packing a bag, travelling to school, arriving at your classroom, the 5 day week.

Structure: such as when and how you learn, when to eat, when to sleep.

Friendship and Social Interaction: such as being together, identity affirmation, a sense of belonging, the everyday use of language.

Opportunity: such as the powerful knowledge that schools can impart, experiences that take students beyond their status quo, skills and networks to access the next phase of education.

Freedom: such as the time and space to be themselves, the sense of control.

In response to the loss our young people are experiencing, Dr Carpenter identifies 5 levers of recovery - relationships, community, transparent curriculum, metacognition and space. These have shaped the questions we ask and possible examples schools may wish to adopt when designing and delivering a holistic return which addresses the multiple needs of the school community. We believe the biggest loss in the end, is if we come out of the other side of this unchanged at all. There can be no return to 'business as usual'. We all should play our part in building back better.

The toolkit is split into three sections to enable you to bring it to life in your setting. The first column 'Reset' would fall mainly under the remit of Operational Managers, so that new structures around safety and routines for following new hygiene measures can be adopted. The second column 'Recover' would probably be given to pastoral leaders or anyone who has responsibility for PSHE / Well-Being, Social & Emotional Learning - the unseen curriculum. The final column 'Rebuild' can be used to work with Heads of Department around issues of curriculum or teaching and learning. The easiest way to create a coherent whole is to think about who will lead in these areas so everyone can contribute to 'the new normal'. The roadmap is also split horizontally into three tiers. Tier 1 must be a universal offer made to all students and staff. Tier 2 is for those who might need more bespoke support - but their needs can be managed within school. Tier 3 is for those students or staff who may need bespoke support from outside agencies because their needs cannot be met within the school over a longer period of time.

ALL Students and staff will need some holistic recovery.		**RESET for SAFETY** Routine, Structure	**RECOVER for WELLBEING** Friendship and Social Interaction	**REBUILD for LEARNING** Opportunity, Freedom
Tier 1	Questions	1. What logistical concerns need to be addressed to maintain safe social distancing? And what does this look like for all subjects? i.e practical subjects where learning space is not 'defined' by desks. 2. What new procedures might we need to carry out effective medical attention to staff/students? 3. What new routines will we have to practise?	1. How do we know what staff and students are feeling and their welfare? 2. How do we use the information we gather about how people are feeling and their welfare? 3. How are parents'/carers' views/concerns included in informing what will happen upon return? 4. In what ways can we recover the relationships we've built with students and their families?	1. How do we create and use a shared language that heals the sense of 'lost' time and knowledge? 2. How do we coordinate work for students who are still learning remotely and students on site? 3. What training will be required for staff engaged in online or distance teaching?

		Column 1	Column 2	Column 3
		4. What visual illustrations could we add around the school to reinforce new habits? 5. How do we communicate with staff and students? 6. How can we encourage a feeling of safety amongst staff, students and parents? 7. Are there any new roles needed now to accommodate safety procedures? 8. How do we go about establishing expectations of school life with students? 9. What are effective ways to manage 'unstructured' time (break/lunch) in schools? 10. What adjustments do we need to make to ensure students have some physical freedom and space for expression?	4. In what ways can we support students to recover relationships with their peers? 5. How do we maintain a sense of community or cohesion with those who are in school and still at home? 6. What pedagogical frameworks will facilitate teaching with compassion? 7. How will we celebrate together? 8. How can we foster strong collaborative teams amongst staff from a distance? 10. How can we best support staff to manage any trauma experienced by students and staff? Do we have robust policies and training in place?	4. How do we make the skills for learning in a school environment explicit to our students? 5. How can we enhance collaborative and dialogic curricula and pedagogies on return? 6. What need is there for an alternative/transition curriculum? 7. How do we assess where students are and what they understand in school and remotely? 8. How do we recognise and reward the learning that has taken place during lockdown? Is there a way this can be 'validated' in some way? 9. What can effective and meaningful extra curricular provision look like? 10. How do we keep the lockdown innovation that is good for learning?
	Examples	● New guidelines for social distancing, stickers on the floor, new signage, sanitiser for each classroom, outside assemblies. ● Creative use of outside space to allow students to feel close at a distance. ● Communicate clearly with students and parents/carers about what the focus of the initial weeks back at school will be. Informal,	Record and respond to wellbeing data. Good examples to collate information about how young people are feeling include: the *Warwick-Edinburgh Mental Health Scale, and CAMH's The Strengths and Difficulties questionnaire.* Co-create a Charter for Learning - new routines and boundaries can be discussed and agreed to	● Remove the immediate pressure of 'catching-up' on curriculum knowledge and instead think about a curriculum that enables children and staff to feel safe and secure in a school context and re-engages students in learning.

		as well as formal communication may be appreciated, such as recorded videos to children and young people showing what school will look like on their return. ●Update behaviour policy with a coronavirus addendum. ●Use the values of the school (which students and staff will be familiar) to communicate new processes and procedures. ●Give each rule and expectation a name, so they're easier for students to understand and remember. This could be as simple as the '2-metre rule' so that students remember to keep their distance from each other and staff. ●Use the 'now and next' approach to guide each class when they come back. Encourage teachers to slowly reveal activities to students in chunks, rather than overwhelm them with a daily or weekly timetable initially. ●Start each day with a carefully planned activity which builds familiarity and safety. Focus on activities that will rebuild trust and relationships between students and staff.	provide reassurance to allow children to process the importance of new regulations. Wellbeing risk assessment for staff. Modelling optimism and encouraging students to see the strengths and coping skills they have. Encouraging them to notice acts of courage and kindness will help develop a sense of personal efficacy for the future. Developing activities/lessons that focus specifically on friendship, emotions, and recovering from loss. Talk as the preferred pedagogy - assessments that get students to express their thought processes while doing a particular task and/or creating a culture where students are encouraged to talk about their feelings. Whole school (online) training about how to answer questions students are likely to raise. Whole school training on trauma management. Elevate child protection procedures and ensure existing policies take into account the changed landscape.	●Support the movement to decolonise the curriculum and create space for anti-racist learning. ●Curriculum delivered as a rolling programme, or for extended or repeated phases, to accommodate a graduated return of students. ●The purpose and practice of assessments may need to change in light of school based priorities. ●Teachers are encouraged to make all expectations clear, break tasks down to subsets and provide supportive and clear feedback during and after each subtask. ●Acknowledge successes and provide explicit feedback on what has been achieved. ●Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. ●Issues of performance review suspended ●Set time aside for teachers to build on their bank of recorded lessons. As these could provide a useful learning resource for absent students/cover lessons in the future.

SOME students and staff receive focussed school based interventions, personalised to their needs.		RESET for SAFETY Routine, Structure	RECOVER for WELLBEING Friendship and Social Interaction	REBUILD for LEARNING Opportunity, Freedom
	Questions	1. In light of what we know about the disparities in the risk and outcomes of Covid-19, what implications does that have for our students and staff- - with particular reference to BAME staff? 2. Are there staff/students who cannot return for a lengthy period of time? 3. What can be done to enable staff to work flexibly? 4. How do we train staff in new roles or procedures on a rolling basis? 5. What if some students are unable to adhere to the new routines for safety?	. How can schools identify students and families who may require more support at this time? . How are parents' views/concerns included in informing what will happen upon return? . Have there been bereavements within the school community? How can you find out? How will you provide support around this? . How will we support staff who have experienced bereavement or other trauma? . How do we support staff who have substantial or increased caring responsibilities?	1. How do we effectively identify learners who have fallen behind and what is the response? 2. Are there any additional services the school can draw upon to help close the knowledge gaps? 3. In what ways can motivation and aspiration levels be increased for 'disengaged' learners? 4. How can we equip students to support their peers? 5. How can we use student experiences of this global shift to help develop their ability to learn independently?
	Examples	● One to one support around routines. ● Support with sleep routines. ● Meet with family to explore issues and agree targets to work on. ● Flexible start/finish times. ● Working from home in non-contact periods if possible. ● All staff meetings to be conducted online.	● Offer Art / Music therapy sessions. ● Use of garden/green space to help with the healing process. ● Create safe space for students who are feeling anxious to withdraw to. ● Encourage children and young people to share their stories about ways in which their community helped each other. ● Have more than one caring adult in the room to be available for additional support or work with children and young people in small groups. ● Have a bereavement policy in place.	● Use solution focused conversations to find out about these. (Asking with interest, 'what are you good at? And what else?' and if possible deepening the conversation 'When you are at your best what are you pleased and proud to notice about yourself? What does this tell you about what you might be capable of?') ● School based mentoring to develop students' metacognitive knowledge of how they learn— their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.

			Taxi/liftshare budget for those reliant on public transport.	● Provide a place to calm down such as a 'peaceful corner', where children or young people take time out in a quiet place to regain composure and reduce stimulation.

A **FEW** members of the school community may need a longer and deeper recovery period. This would be facilitated by multi agency support.		**RESET for SAFETY** Routine, Structure	**RECOVER for WELLBEING** Friendship and Social Interaction	**REBUILD for LEARNING** Opportunity, Freedom
Fu	Questions	In light of what we know about the disparities in the risk and outcomes of Covid-19, what implications does that have for our student and staff base - with particular reference to BAME staff? Are there staff/students who cannot return for a lengthy period of time? How will they be kept in the loop and supported? Who will have overview/responsibility for students who are not on site?	How will we know when a young person's mental health has become a barrier to them being able to function? How do we gather parent experience and views on supporting their child? Do we have knowledge of and links with external organisations who can provide expertise and support for students and staff? What are the best ways to ensure information exchange with multi agency partners? 5. In what ways can motivation and aspiration levels be increased for 'disengaged' learners?	How do we effectively identify learners who have fallen behind? How do we discuss 'catching up' with students? Are we building their confidence whilst talking to them? How do we respond to learners who have fallen significantly behind? Are there any additional services the school can draw upon to help close the knowledge gaps? How can we use student experience of this global shift to help them identify their strengths?
	Examples	● Phased reintroduction for students who need time to adjust.	Offered counselling from CAMHS/ PlacetoBe. For families: Family conferencing.	Focus on what has been learnt and build on that - asset based approach.

		- Maintain small group teaching for a longer period if required. - Allocate a precise part of the school where for the student to be based.	Regular check ins with staff who are struggling and signposting to other services if required. Training and information sharing about vulnerable students. Consider workload reduction / phased reintegration to face to face contact.	- The strategy of 'Stop, Think, Do' is a good mantra for teachers. Stop and think about what the behaviour might be communicating, were these patterns of behaviour evident previously or could they be a reaction to recent events and a result of painful memories being stirred up? - Respond calmly and clearly. These children and young people need to be aware that their behaviour has consequences however they require patient teaching, reminders and clear boundaries and expectations that are repeatedly explained in different ways and enforced consistently. - Respond to the underlying emotions rather than the behaviour.

Live lessons to years 7 to 9
Three weeks ago we started our programme of live lessons for students in years 7 to 9. The timetable for these can be seen on the school website here: [Live lesson timetable](#)

The attendance started off at around 25% of students and has now increased to around 40%. I am a bit disappointed by this. We have made efforts to increase the attendance by having the teachers emailing all parents automatically a reminder of each day's live lesson through google classroom.

SLT drop in on every live lesson as they happen, and they have been a lovely interactive and purposeful learning experience for the students.

Year 6 parents evening and summer school for year 6 students
Yesterday evening we had an online parents evening for the parents of all year 6 students. All of the students have been invited in for a one to one meeting with their parents. These started two weeks ago. They are held with Gavin Austin, the Head of Year 7 next year, or Hannah Dalton, the SLT link for year 7 next year.
We are now in the planning stage for the year 6 transition summer school. The students will all be invited in for one week of lessons and activities, including a trip. We are hoping that most of the lessons will be delivered by their new form teachers for next year and they will be grouped in their new form groups.

Summer tuition for Year 10
We have made an arrangement with an online tutoring company to continue their one-to-one online tutoring sessions going through the summer for our current year 10 students. We are also planning a Year 10 booster school which will run for one week in the summer holidays. Teachers will teach a timetable of lessons to year 10 students that attend.

Sixth form induction event

On Tuesday this week we held our virtual year 12 induction day. 61 students attended for all, or part of the day. It was very successful, despite some technical glitches. The students were able to take part in a lesson with the teachers of the subjects they have indicated they will be choosing to do at A level or level 3 BTEC from September.

Peter Young and Lizzie Hester have been working tirelessly to keep in contact with all or our year 11, and external applicants, engaging them in work and preparation for next year. We are hoping to increase the size of our year 12 significantly from the 42 students we had this year.

Plans for reopening to all students in September

We have been working on plans to allow us to reopen to all students from September. We will be keeping the students in year group bubbles. The students will have all their lessons in a zoned area of the school. For breaktime and lunchtimes there will be separate areas for each year groups. Students will be entering the school through different doors for each year group.

We will be running the full timetable for all students every day. However, there will not be any after school clubs or activities for them.

Teachers will have to move from classroom to classroom across the school between lessons, this is going to be tiring and difficult for teachers and teaching assistants.

It also significantly restricts the ability to teach in specialist rooms. This will affect Science, Music, Design and Engineering, Drama, Computer Science and Art particularly as these subjects will have to be taught in standard classrooms initially.

A letter will be going out at the start of next week to all parents to explain as much detail as we have at this time.

UAE assessment and reporting model

John Taylor : December 2019

Key stage 3
(Years 7, 8 and 9)

Mid year reports to parents
- Summary of formative assessment feedback from modules 1,2 and 3.
- Behaviour points and attendance record.
- Commitment to learning in class grade A to E
- Effort with homework grade A to E

End of year reports to parents
- Summative assessment grade A to E for each subject
- Summative target grade A to E (moderated from FFT20 and CATs)
- Behaviour points and attendance record
- Commitment to learning in class grade A to E
- Effort with homework grade A to E

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Formative assessment	**Formative assessment**	**Formative assessment**	**Formative assessment**	**Formative assessment**	**Summative assessment**
In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	Formal examination taken in each subject. Questions sample from a large domain of knowledge covering KS3 curriculum to this point. A to E attainment grade from examination.

Year 10

Mid year reports to parents
- Summative assessment GCSE grade 1 to 9 for each subject.
- Target GCSE grade
- Behaviour points and attendance record.
- Commitment to learning in class grade A to E
- Effort with homework grade A to E
- Comment from each subject teacher

End of year reports to parents
- Summative assessment GCSE grade 1 to 9 for each subject.
- Target GCSE grade
- Behaviour points and attendance record.
- Commitment to learning in class grade A to E
- Effort with homework grade A to E
- Comment from each subject teacher.

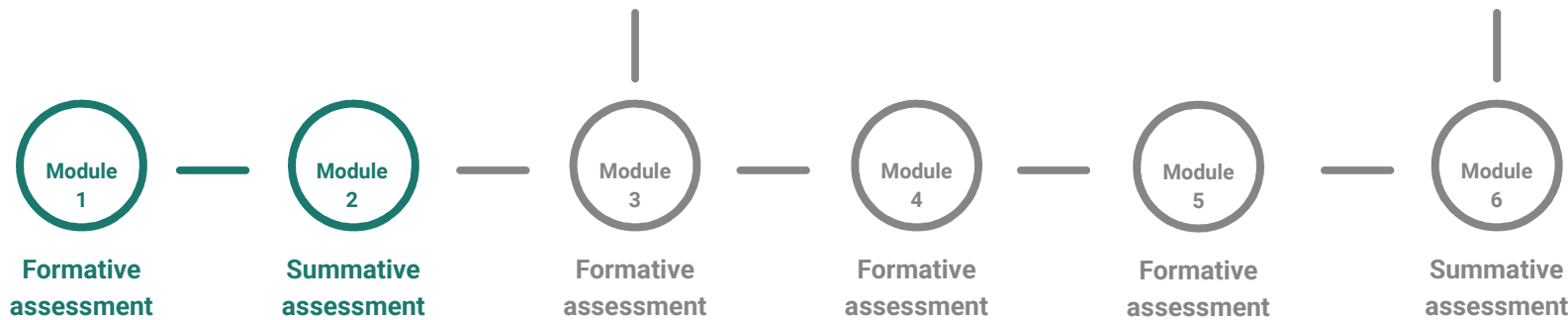| **Module 1**	**Module 2**	Module 3	Module 4	Module 5	Module 6
Formative assessment	**Summative assessment**	Formative assessment	Formative assessment	Formative assessment	Summative assessment
In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	Summative examination in each subject. GCSE past paper questions used. Questions from content covered so far. GCSE grade from examination result.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	Summative examination in each subject. GCSE past paper questions used. Questions from content covered so far. GCSE grade from examination result.

Year 11

Mid year reports to parents
- Summative assessment GCSE grade 1 to 9 for each subject.
- Target GCSE grade
- Behaviour points and attendance record.
- Commitment to learning in class grade A to E
- Effort with homework grade A to E
- Comment from each subject teacher

Module 1

Formative assessment

In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.

Module 2

Formative assessment

In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.
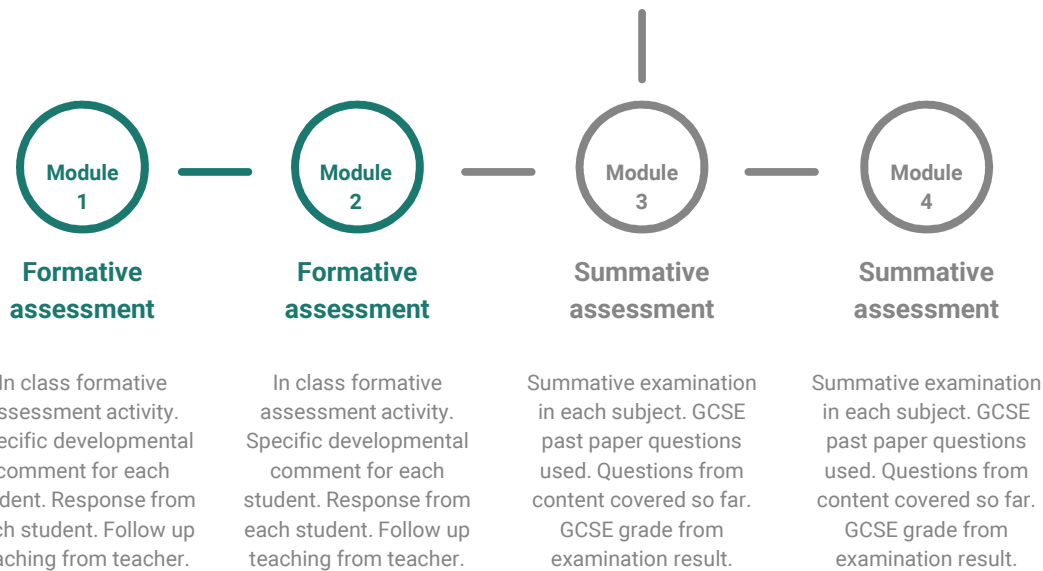
Module 3

Summative assessment

Summative examination in each subject. GCSE past paper questions used. Questions from content covered so far. GCSE grade from examination result.

Module 4

Summative assessment

Summative examination in each subject. GCSE past paper questions used. Questions from content covered so far. GCSE grade from examination result.
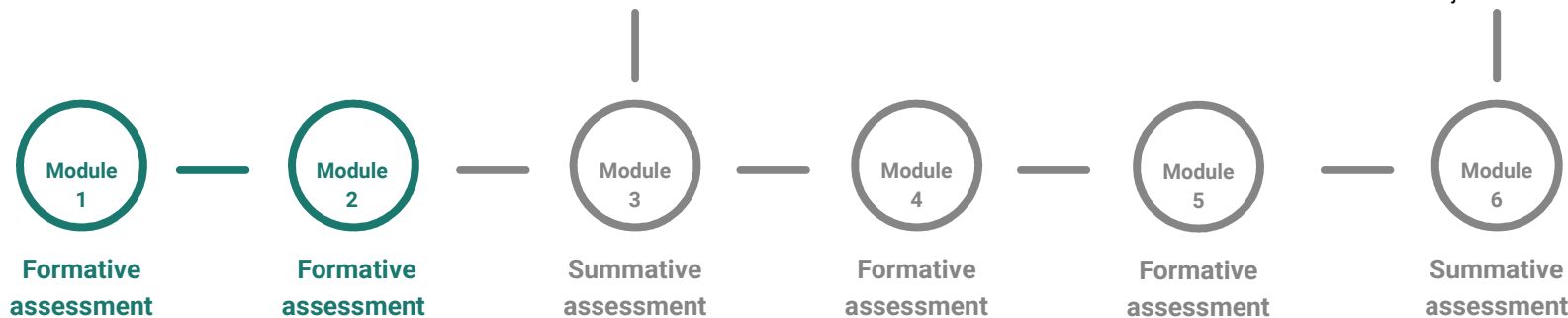
Year 12

Mid year reports to parents
- Summative assessment A Level grade A to E for each subject.
- Target A Level grade
- Attendance record.
- Commitment to learning in class grade 1 to 5
- Effort with homework grade 1 to 5
- Punctuality to lessons grade 1 to 5

End of year reports to parents
- Summative assessment A Level grade A to E for each subject.
- Target A Level grade
- Attendance record.
- Commitment to learning in class grade 1 to 5
- Effort with homework grade 1 to 5
- Punctuality to lessons grade 1 to 5
- Comment from each subject teacher.

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Formative assessment	**Formative assessment**	**Summative assessment**	**Formative assessment**	**Formative assessment**	**Summative assessment**
In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	Summative examination in each subject. A Level past paper questions used. Questions from content covered so far. A Level grade from examination result.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.	Summative examination in each subject. A Level past paper questions used. Questions from content covered so far. A Level grade from examination result.

Year 13

Mid year reports to parents
- Summative assessment A Level grade A to E for each subject.
- Target A Level grade
- Attendance record.
- Commitment to learning in class grade 1 to 5
- Effort with homework grade 1 to 5
- Punctuality to lessons grade 1 to 5
- Comment from each subject teacher.

Module 1

Formative assessment

In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.

Module 2

Formative assessment

In class formative assessment activity. Specific developmental comment for each student. Response from each student. Follow up teaching from teacher.

Module 3

Summative assessment

Summative examination in each subject. A Level past paper questions used. Questions from content covered so far. A Level grade from examination result.

Module 4

Summative assessment

Summative examination in each subject. A Level past paper questions used. Questions from content covered so far. A Level grade from examination result.