

# The New Normal: Schooling After COVID-19



Presentation  
July 2020

# Introduction

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# We Are In The Process Of Setting Up A New Co-Mission But We Are Already Looking To Create The Foundations For Change

## 10 big hopes for change in education

02.

**All young people are set up to thrive in life not exams**

Renew the curriculum in line with the OECD 2030 Learning Framework, which focuses on agency and the attitudes, knowledge and skills that learners need to fulfil their potential and contribute to the well-being of their communities and the planet.

05.

**Trusted relationships give every child support to learn and thrive**

Empower the key adults in children's lives whether that be parents, carers or professionals, to nurture and support the potential of each child and give them the best start in life.

08.

**All schools are actively supported to improve and learn together**

Rethink the role of Ofsted to encourage shared learning and action between schools, and collective responsibility for the success of all children.

03.

**There is a broader view and story of success for every child**

Redesign assessment to measure what really matters, when it matters, in ways that put less pressure on learners and support learning rather than judging.

06.

**Multiple pathways through learning and into work are valued and supported**

Transform careers support for the 21st Century to provide authentic, real-world experiences that build confidence, understanding, and skills to prepare students for life and work.

09.

**Schools and communities thrive as part of local learning ecosystems**

Build resilient local and regional networks that help a range of actors provide more varied learning experiences for all young people.

01.

**There is a new public conversation about education**

Launch a commission on the future of education and learning in England that unites the needs and ambitions of learners, educators, employers, and parents.

04.

**Every child can fall in love with learning and keep on learning for life**

Introduce a Lifelong Learning Portfolio for every child to capture what they learn in different contexts, encourage them to find their passion, ignite the joy of learning, and invest in their learning for life.

07.

**Professional learning is as important as student learning**

Elevate teaching through significant investment in teacher training, on-going development, and systems of support for professional learning that rival the best in the world.

10.

**Education is protected from short term politics**

Establish a National Agency for Learning, run by experts from across the system, that determines joined-up education and skills policy and funding for the long term interests of citizens and society.

#hopes4ed

www.big-change.org

1

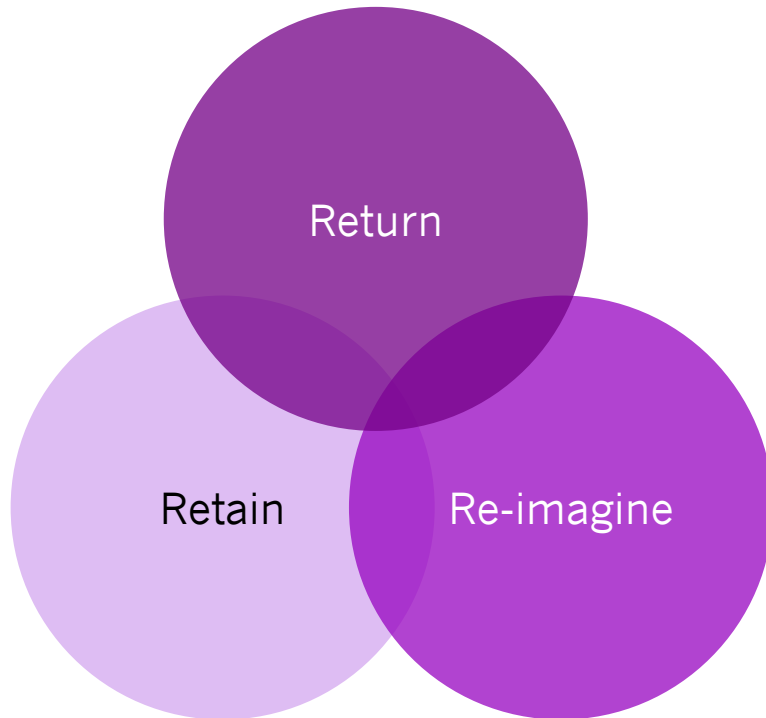
**We are in the process of setting up a new type of Co-Mission.** This will bring together young people, teachers, parents and employers to set out a new vision for education in the 21<sup>st</sup> Century. It will look to shape government policy but also drive real change in local areas through a new investment vehicle.

2

**This work will start in 2021 but we are already creating the foundations for change.** When the pandemic hit we commissioned IPPR to do a piece of work to understand how it might open-up the conversation around education and how it should feed into the work of the Co-Mission.

*“...Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next...”* Arundhati Roy, April 2020

# We Set Out To Ask: What Should The New Normal For Schools Look Like After The Pandemic And How Do We Seize The Opportunities But Manage The Risks?



1

Teachers (and unions)

2

Parents

3

Young people

4

Policy makers

5

Experts

# Return

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# The Main Priority Must Be Returning Young People To Face-To-Face Contact In Schools For Both Learning And Social Purposes

1

**Return to face-to-face learning time** (especially for the most vulnerable children) as quickly as possible

2

**Return to meaningful social interaction** (especially for the youngest children) as quickly as possible

3

**Return to the widest possible curriculum** as quickly as possible (risk this will precipitate a further narrowing)

4

**Return to assessment and accountability** with a need to make changes in 2021

## Group 1 – ‘The regulators’

- Ofsted needs to resume as quickly as possible as it is crucial for maintaining standards;
- May need to be phased back in (e.g. inspections but not ratings in the short term);
- Some argue for an even less tolerant attitude towards ‘under performing schools

## Group 2 – ‘The reformers’

- Ofsted should be phased back in but also reformed;
- The unintended consequences for leadership, teachers and pupils are too great;
- Balance between ‘regulation’ and ‘support’ needs to be changed.

## Group 3 – ‘The re-builders’

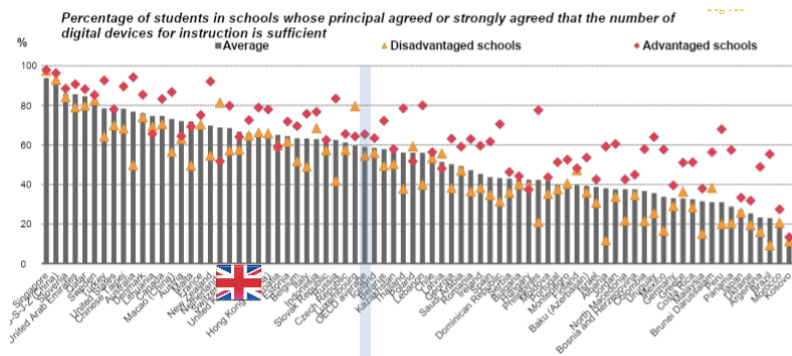
- We should rebuild our system on a different basis without Ofsted;
- There is limited evidence regulation drives quality improvement;
- More focus should be placed on collaboration, support and teacher training;

# Retain

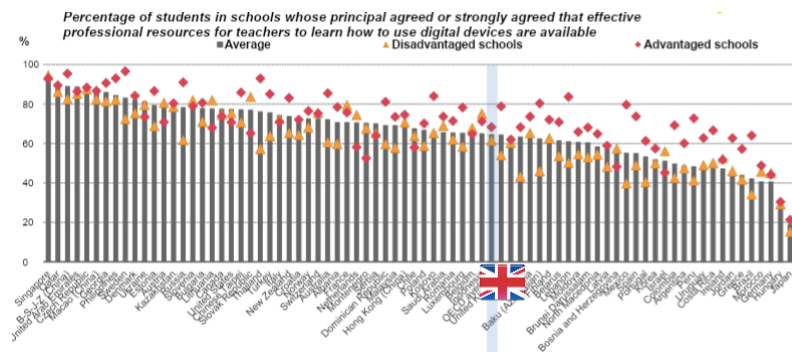
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# The Pandemic Has Led To **Greater Use Of Digital Technology** And A **Focus On Mental Health** That Should Be Retained Going Forward

## Digital access and infrastructure is a major barrier to blended learning



## As is our understanding and ability to deliver best practice digital learning



1

**Retain the use of digital technology for learning** (but need for fairer access, understanding of best practice and training for teachers)

2

**Retain a stronger focus on vulnerability and mental health (amongst a broader cohort)** but need for more reform to address these issues

3

**Retain a long-term focus on this cohort** (not just a short-term catch up plan)

4

**Retain parental involvement in education** (albeit in a different form going forward)



# Re-imagine

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# We Must Re-Imagine The **Schooling Timetable, The Curriculum And Parental Involvement** Going Forward.

1

**Support for vulnerable students** (a bigger role for schools but can't all fall to teachers)

2

**Re-imagine schooling hours and timetables** (interest in shorter summers and longer days at DFE)

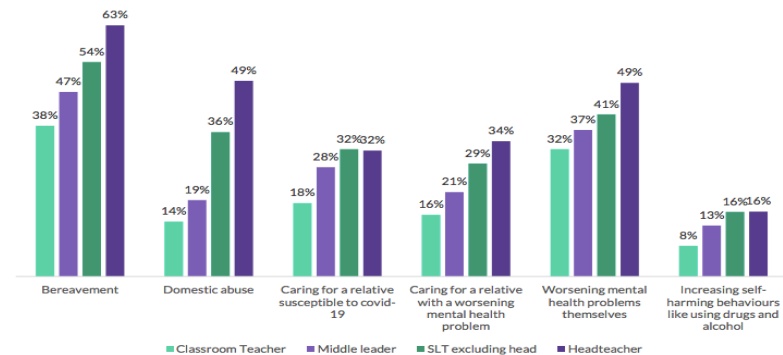
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**Curriculum and the purpose of education** with a need to make changes in 2021 (and beyond?)

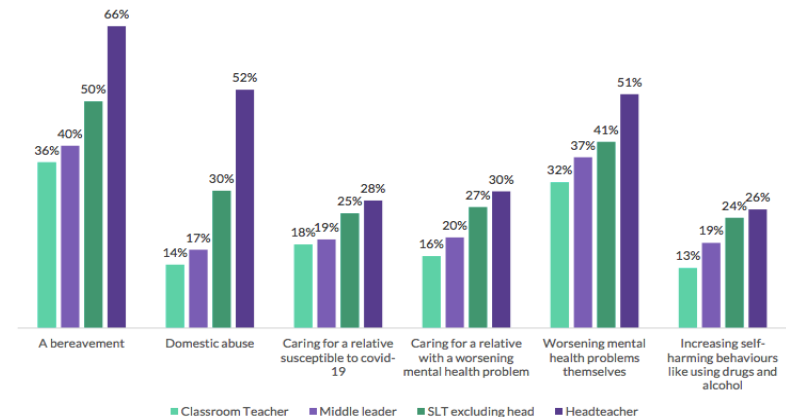
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**Re-imagine assessment and accountability** with a need to make changes in 2021 (and beyond?)

**Teachers do not feel confident about understanding the pandemic experiences of students**



**Nor do they feel confident in supporting students who have experienced these things**



# Policy

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The Main Aim Of This Research Is To **Shape The Co-Mission** Rather Than Immediate Policy But We Are Considering **Some Recommendations To Government.**

