Committee(s):	Date(s):
Standards and Accountability Committee	12th November 2020
Subject: Recovery Curriculum and Remote Learning Overview	**Public**
Report of: Clare Verga, CSO	**For Information**

Summary

All CoLAT schools have been engaged in assessing the learning gaps created by the enforced closure of schools. In addition they have been responding to the minimum remote learning expectations set out in the recent paper and approved at the trustee meeting and CoLAT heads forum. That has been superseded by a government directive that all remote learning must follow the school curriculum in terms of subject coverage, depth and challenge and employ effective remote learning practice. That became a statutory responsibility from October 22nd 2020.

This report provides and overview of CoLAT schools response to these two important areas of work which will have a direct impact on the learning outcomes and well being of all of the young people in our schools.

Recommendation(s)

Trustees are asked to:
- note and discuss implications of the report and possible and next steps

Current Position

Academy	Recovery Curriculum	Remote Learning
All Primaries	- Children have been undergoing baseline assessments this half term. - A common assessment framework is being developed using the support of MOSSPAM - Gaps in learning have been highlighted and accelerated programmes of intervention are being devised to address these gaps.	- Live lessons are less effective for primary age children as access to remote learning is largely with adult supervision. - Parents are not always able to access live streams at the times they need to - Teachers are using google classroom to provide the same learning experiences as children would have in the 'real' classroom - On line resources, videos and recordings of class teachers are being posted to provide a varied learning experience. - Phone calls, zoom calls and email exchanges with parents are being used to monitor engagement
CoLPAI	Of major concern has been the lack of phonics teaching in EYFS and year 1 which is critical to the development of reading fluency and overall achievement	
Galleywall Primary	Gallewall have focussed on childrens re-engagement and learning skills which some have not developed as well in over lockdown	
Redriff Primary	Redriff continue to focus on key stage 2 reading and the work of the maths Hub to ensure that y5and 6 quickly re-gain any lost learning over the last few months	

Shoreditch Park	• Curriculum maps have been streamlined, crucial for covering knowledge gaps before the new year. There is a focus on recall and retention on all curriculums, recapping knowledge from previous years. • Utilising quizzes has been a good way to prevent skill loss and acts as practice for the online platform. • In the classroom, the seating plan has been maximised. With low achieving students at the front, behaviour has been improved.	• Dedicated remote learning manager to monitor student engagement online • Classes are now synched such that teachers can teach live lessons as timetabled for students to attend • Subject leaders uploading resources for classroom as well as a 5-minute video of each subject for each year group to cover key concepts • Isolating students have a welcome guide and a guide for parents. CPI to share with FBR and CVE for circulating with minutes.
Hackney	• Met with subject leads to ensure the recovery curriculum is delivered. Assessment is informing teaching to affect improvement. • The key question for teachers is how and why are we teaching this currently? • Y11 focus is to have lots of examination papers. School has engaged parents on how to support students for assessments. • Conducted Y7 writing project (baseline assessment). All assessments judged by different teachers, to identify issues with writing, which is historically a key barrier for progress in our school.	• We use Google Classroom - all students have access to this. • All students in year 11, 12 and 13 have been given laptops/tablets and those that need them have been given dongles. We are completing an audit of students in years 7-10 who have difficulty accessing online learning. Any student who does not have access has been given/will be given a device and/or dongle. DFE are offering us a further 270 devices. • Staff deliver live lessons as per timetables via Google Meet if students are self-isolating as Google Classroom is synced with SIMs, so that students are automatically invited to each lesson. • Staff also upload key documents (resources; revision booklets; PowerPoints)
Southwark	• Curriculum rewrite last year to counter COVID disruption. Focus on compulsory additional intervention for Y11 and the national tutoring programme. • Teachers reminded of the principles of effective teaching	• Everything taught through Google Meet and Google Classroom. In this way we can best track engagement, attendance and the submission on work for students self-isolating. • In line with the updated Government advice and expectations for cohort/s sent home to self-isolate, all students are now able to call directly into the live lessons, which are happening and join in virtually.

Highbury Grove	• Strategic reallocation of teachers to most critical groups. Adjustments to curriculum maps for KS3 then looking at how knowledge gaps can be plugged in the new schemes of work • Ongoing review into how to integrate online platforms to support in classroom teaching	• Use of Goggle classroom. Each lesson begins with up to 15-minute teacher input. • Opportunities for live feedback within the lesson also available. • Student remote learning guides to set up a folder for all remote learning work is submitted each day for assessment. • Music tuition one to one virtually for peripatetic lessons • TAs offering one to one online sessions for those identified on the SEND register to ensure entitlement still met • Work packs created using PiXL materials for those without device/internet access
Islington	• Relaunch of principles of learning to instil confidence in the classroom. Pedagogy had evolved to responsive teaching, informing which actions to take and adapting the curriculum • Visualisers have been highly effective to support delivery 'from the front'	• Live input of at least 20 mins from staff at the start of each of their remote lessons took place during lockdown and now takes place for any cohorts sent home to self-isolate: i.e. our current year 9 via Google Classroom • Weekly quizzes are in place for all year groups, as this increases student interaction; and student rewards are used to motivate students.
Highgate Hill	• Heads of dept meeting discuss the curriculum and how to bridge gaps over summer. • Every night after school there is intervention for students including Saturday intervention for English and Maths. • Currently conducting baseline assessments to inform and address gaps across all years. • Fully integrated Google classroom used for homework and live lessons where necessary.	• Used Google classroom during first lockdown, SIMS linked with Google • Expectation that students receive live lessons and not recorded lessons. • Key to ensuring consistency of learning online is monitoring engagement
Newham Collegiate Sixth Form	• Students were taught using Microsoft Teams throughout lockdown and therefore they did not miss any learning or lesson time. As such, adjustments to schemes of work have not been necessary. • Following early assessment, our key marginal students attend intervention classes. These commenced in September and are delivered every week.	• Students were taught by their teachers over Microsoft Teams during lockdown and had end of year assessments as normal and re-sits. • Students who were struggling during lockdown had intervention over Microsoft Teams during lock down and following End of Year Assessments.

		• All students have iPads, so they get immediate access to taught lessons if they are self-isolating due to COVID19 • Classes are now synched such that teachers can teach live lessons as timetabled for students to attend.

Recommendation

Trustees are asked to:
- note and discuss implications of the report and possible and next steps

Appendices

- Appendix 1 – CoLAT Remote Learning Expectations

Clare Verga
CSO, City of London Academies Trust
E: clare.verga@cityoflondon.gov.uk

Appendix 1 – CoLAT Remote Learning Expectations

All CoLAT schools will…

1. Use google classroom as the principal learning platform
2. Ensure that remote learning follows the prescribed curriculum content maps
3. Provide opportunities for interactions (of up to 15 minutes) with every student every school day in every class, based on live feed instruction, virtual assemblies or telephone calls.

All CoLAT Primary Schools will…

1. Provide a suggested weekly timetable for families that reflects the expectations of time required for each subject

2. Ensure that every class teacher communicates the learning expectations to their class at a prescribed time at the start of each day via a recorded session or live video.

Interaction is monitored via google classroom. Admin team to follow up non-attendance with a phone call.

3. Ensure that every class teacher has a feedback and problem-solving session via email, phone calls or live sessions sometime during the afternoon of each day to monitor work and support children with extra advice where necessary.

4. Review and give feedback on every child's English and mathematics work at least once a week.

All CoLAT Secondary Schools will…

1. Provide a revised timetable that provides for longer periods ascribed to each subject.   For example, this might simply be a case of reverting to a two-week timetable model for remote learning.

2. Ensure that every subject teacher follows this timetable and starts every lesson with a live lesson feed of at least 15 mins to check attendance, set up the work for the class and address any concerns or misconceptions. (Classes could be combined if they are blocked on the remote learning timetable).

3. Review and give feedback on every child's work in line with the marking policy of the school.