

<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors City of London School	10032021
<b>Subject:</b> Head's Report	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 5, 9, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Information</b>
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### Summary

This paper provides the Board with an update on key developments in the School since the last meeting of the Board in December.

- Academic Update
- Co-Curricular Update
- Covid Update
- IntoUniversity: Thank You

### Recommendation(s)

- Governors are asked to note the report.

### Main Report

#### Academic Update

1. The School has been teaching remotely since the start of this term on 5 January 2021. A verbal update will be provided to the committee on plans for a return to on-site teaching; this will be affected by an anticipated statement from the Prime Minister during the week of 22 February.
2. The following summary is provided by the Deputy Head (Teaching and Innovation).

*At the start of Spring Term 2021, following the announcement of the national lockdown, we switched to the remote teaching model. Because our staff and pupils are more confident with the use of technology that they were in Summer 2020, we decided to simply deliver our timetable, as it was, via Live Teams lessons. The intention is to, wherever possible, replicate the same timetable from 'real' into remote teaching world, but to allow approx. a quarter of lessons to be 'directed', i.e. delivered via clear instructions left for pupils to follow, without direct, live teaching.*

*AZ has been in touch with all the parents about the move to remote teaching, asking them to let him know if their child is experiencing any difficulties with accessing remote learning. A small number of parents have done so and, in all the cases, issues were with all devices or devices shared with their siblings. It Support were able to repurpose the laptops used around the school and issue them to these pupils so that they can access remote learning.*

*We use the following to deliver the curriculum:*

- *live teaching (online lessons) – at least 75% of teaching is delivered this way*
- *directed lessons that may involve reading material and worksheets/ not taking sheets distributed via OneNote and/ or class Teams*
- *printed paper packs produced by teachers (e.g. workbooks, worksheets, where teachers had the opportunity to deliver those before the lockdown) – these are used in conjunction with live or directed lessons*
- *textbooks and reading books pupils have at home*
- *commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences*

*Every Friday, AZ emails all teaching staff with a selection of ideas for remote lessons that have been collated from different members of staff over the week. Engagement with these shows that staff are well equipped to teach remote lessons and that the levels of sharing of good practice are high. Conversations with staff also show that levels of engagement are high in lessons.*

3. Parents and staff were surveyed at the end of the third week of term. Some modest changes are being made to the provision from the start of the second half of this term. Most substantive, perhaps, is the decision to make the use of cameras by pupils compulsory.
4. It is the reflection of most staff that pupils found this lockdown more challenging than the first lockdown last spring and summer. The implications of this for pastoral care and recovery are being actively considered by the pastoral team.
5. Pupils were welcomed back for on-site teaching from Monday 8 March 2021.
6. The School is currently working through the implications of the recent announcements from Ofqual (and the exam boards) about the awarding of GCSE and A level grades in the summer of 2021.
7. September 2021 will see the roll-out of further elements of the School's curriculum review, with the introduction of a new course in Design, Computing and Robotics for pupils in Year 9. It is excellent to see that approximately 80% of the pupils in Year 8 (or due to join the School for Year 9) have chosen to take this course, suggested an untapped demand. The comments below are provided by the Deputy Head (Teaching and Innovation).

*Design, Computing and Robotics (DCR) is a brand-new subject developed exclusively for pupils at CLS, with input from leading design and engineering professionals (including the engineer of the Millennium Bridge and the London VeloPark). Patrick Sanders (Head of Art) has been working on this project with AZ since September 2020 and has been meeting with industry leaders to consult them on the best way to integrate design workplace practices into day-to-day delivery of this subject.*

*The subject will be introduced in the Third Form in September 2021, as one of the creative option. Students will work in groups of 5 with teacher guidance. Teaching will be delivered via case studies of design projects that illustrate all three aspects – design that uses computing and robotics. For example, students might design and create a 'living wall' as a solution to the lack of*

*green spaces in the cities. They will use programming skills to programme watering robots to deliver different amounts of water to different plants.*

*Coding will form a fairly significant part of the course. Three different types of coding will be used across two areas of the course (robotics and 3D modelling). In Robotics, Python will be used to control their robots (which they will have built from scratch using Lego Mindstorms and Spike Prime kits). Block coding will also be used in Lego Spike Prime software (for more basic robotics instructions). In 3D modelling, Grasshopper will be used as a generative modelling tool when developing models in Rhino.*

*The main aim of the Third Form course is to give pupils a solid grounding in the design cycle principles that they will be able to apply them to their own projects in the Fourth and Fifth Forms (Level 2 HPQ).*

Plans are currently under development for the launch of this new course, which is unique.

## **Co-Curricular Update**

8. The following co-curricular highlights are drawn to governors' attention:

- **Co-curricular Hub 2.0:** Governors may remember, in Lockdown 1, the creation of a Co-curricular Hub to allow pupils to easily access information about opportunities, provide suggestions for off-screen activities and be set challenges. This Hub has been further developed with Lockdown Lego proving a mindful hit!
- **Charity:** The Charity Committee adapted swiftly to the new Lockdown, arranging a number of successful events, including series of pupil and staff Cit-Ed lectures which have raised in the region of £5000. The pupil lectures have been particularly impressive with a wide range of topics including: Unusual Etymologies, Robotics and AI, The Science Behind Relationships, The Symbiosis of Genetic Engineering and AI, and Redlining: America's untold Discrimination. The lectures provided pupils with the ability to showcase their intellectual engagement and serves to underline that annual charity appeal is about much more than simply fundraising. The Great Charity Challenge is underway with pupils encouraged to find innovative and community-based ways of raising £20.
- **Sport:** Great efforts have been invested in encouraging pupils to escape their screens and take engaging and meaningful physical exercise. In curriculum PE and Swimming lessons, the pupils have been completing a series of Hand Eye Coordination challenges using tennis balls. Instructional videos were created by staff offering differentiation of tasks, key teaching points and explanations. Pupils produced their own videos for sharing with a partner primary school, Ark Bentworth. For Games, pupils have been provided with a range of activities, with encouragement to log their exercise on, for example, virtual leader boards. The Department conducted a major survey of the pupils to gauge the level of engagement – this provided some impressive and reassuring results.
- **Music:** VMT lessons immediately reverted to online (it should be noted that not a single week of teaching has been missed since last March). The Music Department has arranged a series of lunchtime Music Scholar Recitals, ensembles have continued, and a number of joint events have happened with CLSG, including the start of a series of lectures. The Department has also

released weekly 'Lockdown Sessions' to facilitate performance opportunities for the pupils. There have been some pleasing individual successes - a pupil in OG reached the finals in three international competitions and has been asked to play at Carnegie Hall. A pupil in the Senior Sixth has been made an Associate of the Royal College of Organists (a remarkable achievement for someone still at school).

- **Drama:** The Drama Department ran a House Drama competition and have continued to offer individualised LAMDA to pupils at lunchtimes. LAMDA exams are due to take place in April.
- **House Championship:** The Senior Housemaster has been tireless in maintaining the momentum of the House Championship. This term there have been competitions in Poetry Recitation, Engineering, Drama, Reasoning and Fitness.
- **CCF and DofE:** It is unlikely that the opportunity for camps or expeditions will emerge next term, but both CCF and DofE have ensured that when the time comes, they will be able to swiftly 'press go'. DofE pupils have been working through their Volunteering, Physical, Skills sections of the award and are participating in online training for expeditions.
- **Visiting Speakers:** The School is now rather adept at hosting online talks and has invited a wide range of speakers. Topics have included: Celebrating Purim, The Rohingya Genocide, The Uighur Genocide, Medieval Cities, Biochemistry, and Leadership to name but a few. These have been accompanied by weekly careers talks and other events. Pupils from the City of London Family of Schools are invited to the majority of these.
- **Clubs and Societies:** Staff have demonstrated agility in adapting to the new context, with many clubs and societies continuing to run. We were pleased that the Senior Debating team made it through to the regional finals of the English Speaking Union's School Mace competition. In late February, the LGBT+ Society marked LGBT History Month with a joint event with CLSG. This included alumni from both schools reflecting on their experience and answering questions from pupils.
- **The Citizen:** The pupils have continued to produce a weekly newspaper of professional quality. Recent additions, which focused on the Holocaust and Mental Health, were quite exceptional and received great praise from parents, staff and Governors.

## Covid-19

9. The Government has confirmed that pupils may return to on-site lessons from Monday 8 March. Updated operational guidance for schools has been published:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/964351/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf)

10. We have updated our whole school Risk Assessment, and this will be scrutinised by Governors prior to the return of staff and pupils. This has also been shared with staff representatives to gather their feedback.
11. The return to on-site lessons is underpinned by the implementation of Asymptomatic Testing (also known as Lateral Flow Device (LFD) Testing). Staff

will be provided with LFD kits in order to self-administer their tests twice weekly at home. Results must be reported to the school and to the government (to aid government tracking of the community spread of the virus).

12. From 8 March, pupils will take three LFD tests in school, before also moving to twice-weekly tests at home (with test kits to be distributed by the school). Pupils may return to lessons after receiving one negative result. After some delay, the Government agreed that in-school testing could commence prior to 8 March, and we shall be testing Year 13 (Senior Sixth) pupils on 5 March. The testing programme will run to Wednesday 17 March. Pupils in Year 6 (Old Grammar) will not need to be tested. The
13. It should be noted that the LFD testing programme is not mandatory, but “strongly encouraged”. A verbal update will be given at the meeting regarding the numbers of pupils / parents who have given consent (pupils aged 16 or over give their own consent; pupils under 16 have consent given by parents).
14. The LFD testing is being staffed by support staff volunteers (redirected from their normal duties), PE staff (the PE / Swimming / Games programme has been suspended during the 8 days of testing), Cover Supervisors, Graduate Assistants, agency staff (at a cost of c.£10k) and a small number of volunteers. A larger engagement of volunteers was resisted in order to better ensure availability and quality assurance. We have only asked staff to contribute whether they are comfortable doing so: the efforts of these staff are very much valued, and we celebrate their contributions.
15. Once back in lessons, the most significant change has been the requirement that pupils and staff wear face coverings in classrooms where social distancing cannot be maintained (alongside indoor communal areas, as was already the case). This requirement lasts until the end of the Spring Term, when it is due to be reviewed by the Government.
16. Other operations are largely as in place during the Autumn term. Educational visits and inter-school sports fixtures remain suspended.
17. A verbal update regarding the first few days’ of the return, including the progress of the LFD testing programme, will be given in the meeting.

### **IntoUniversity and Partnership**

18. A letter from IntoUniversity, thanking the School for its donation to support its work, is attached to this paper as **Appendix One**. The School has also been provided with a copy of the organisation’s Impact Report. In the interests of seeking to keep Board papers manageable, this is not attached. However, it can be provided to any interested governor upon request.
19. The School’s Partnership Report, ‘Working in Partnership 2020’, is now on the School’s website. It was considered by the Board in December 2020, and will go to the Education Board in March 2021.

## **Appendices**

- **Appendix 1:** Thank You from IntoUniversity

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