

Report for: Children and Young People's Scrutiny Panel – 29 September 2020

Title: Recovery plan for education to catch up on missed schooling and targeted action for disadvantaged communities

Report authorised by: Ann Graham, Director of Children's Services

Lead Officer: Eveleen Riordan, AD Schools and Learning

Ward(s) affected: All

Report for Key/ Non Key Decision: Noting

Introduction

- 1.1 Coronavirus and lockdown have significantly impacted on education in our schools. The Prime Minister announced that schools would close from 20 March, and although there was a partial reopening in June 2020 (reception, year 6, years 10 and 12), there has been an extended period where very many of our young people have been educated at home using school supplied online and hard copy resources as well as a mixture of online resources available nationally (e.g. BBC education pages), there will have been varied and wide ranging experiences of children and young people in being supported at home and being able to access learning online in a consistent and supportive way. The government's scheme to provide laptops for disadvantaged pupils was slow to roll out despite best efforts and still left a significant cohort of young people for whom IT access was a challenge. This is despite the very best efforts of all of our schools in reducing barriers, including provisions of tablets and Wi-Fi access from many of our schools. Particularly for younger children, the resources were reliant on available and able parents and carers and in some instances, there was not the consistency that allowed for positive access to education during the lockdown months and while schools were partially open.
- 1.2 From 2 September, the government has made clear that all children and young people are expected to be in school full time. Haringey schools have responded very well to this and we don't have any schools where full return is not expected within week beginning 7 September (to allow for inset days).

2. The Haringey impact

- 2.1 Lockdown is likely to have had a significant impact on the education of many of Haringey's children and young people, including a very unequal impact on our BAME and disadvantaged communities.
- 2.2 In terms of attendance and on-site provision, vulnerable children (predominantly with an EHCP and/or a social worker – but not based on Free school meals – FSM) and children of critical workers have typically spent time at school over the summer term, but they have not had a full curriculum because of constraints

within school and the need for social distancing and the provision was predominantly childcare focused. We know that:

- Based on the government advice, where possible, primary schools brought back Reception, Y1 and Y6 from 1st June and secondary schools brought back pupils in Y10 and Y12 from 15th June. This was done on rotas and therefore part time attendance only. This helped to provide some degree of educational input but was not a full curriculum
- Some schools (especially primary) brought more students back where possible before the end of the summer term. Again, this was not for a full curriculum but helped to keep children engaged and to see their teachers
- Very broadly, our attendance figures for this period in Haringey saw a low attendance in accordance with the need to keep those in school limited to the vulnerable, those with an EHCP and Key Worker children. Attendance varied widely from phase to phase, form ward to ward and from school to school but all Heads worked hard to ensure that those that needed to access education on site, did so.

2.3 In terms of remote learning, we have seen the following challenges for our children and our families:

- Being at home for 5 months has been challenging for schools and parents alike aiming to continue to educate children and young people at home.
- Secondaries have been better able to provide devices and internet connectivity for students who lack this at home, including the late delivery of laptops from DfE.
- Primary aged children with a social worker also received this support – and some primary schools made great efforts to get devices in the school out to families who needed them.

2.4 While It is hard to generalise, it is clear there has been a real range in terms of levels of engagement and support for pupils to continue their learning at home. Nationally, Oak Academy provided online lessons and there were many other free online resources (Twinkl, Purple Mash, Khan Academy etc, plus many signposted by DfE and by our schools). Locally, most schools were not set up robustly to provide remote/online learning at the point of lockdown. Some schools excelled (Mulberry Primary is an example) in developing new platforms with structured learning activity, teacher input (live or recorded) and a mechanism for submitting work, checking on engagement and progress and providing feedback. Other schools had lower levels of engagement – for example they may have emailed out weekly packs for children to work on and signposted to online resources, but this did not necessarily continue the students' curriculum directly.

3 Impact on learning

- 3.1 The years with the biggest immediate concerns will be Y10 moving into Y11 and Y12 moving into Y13 as they will have missed a large chunk of learning and will be examined publicly at the end of this academic year (GSCEs, A Levels and equivalent exams). We don't yet know what the exam/assessment process will be nationally (and there is a call to have the exams later in 2021 to allow more time to make up for lost learning) and it is hard to predict what impact there will be for these year groups at this stage.
- 3.2 It is impossible to tell as yet what the full impact on learning has been at any phase in Haringey beyond anecdotal feedback from our schools. That is also true across the country. Teachers will want to spend a significant period of time during this autumn term assessing (informally) where students are up to, what catch up is required and how best to fill these gaps.
- 3.3 To engage with this agenda, Haringey Council and the Haringey Education Partnership (HEP) participated in the Lost Learning project alongside Enfield, Camden, Islington, Hackney and Barnet. A broadly similar picture emerged across these LAs and is summarised in a separate report to this one.
- 3.4 Nationally, NFER¹ (a research organisation) conducted an indicative study asking teachers to report on progress for students across 2,000 schools and found that:
- the average learning lost was 3 months but much greater on average for disadvantaged, BAME and boys. More detail on this research can be found [here](#).

4 What Haringey Council and HEP are doing

- 4.1 The Local Authority and HEP are working with and supporting our schools to make a number of differences that will support continued learning, blended learning (a mixture of remote and in-school education) and future proof against any lockdown or similar in the future. Examples of this include shared best practice in primary to enable remote learning using different digital platforms – Mulberry Primary delivered a session using the LGFL 'J2' platform and an Enfield school (a HEP member delivered a session on Google classroom (a member of staff from Raglan Primary in Enfield).
- 4.2 Through HEP, there has also been connection to the DfE EdTech demonstrators in London to provide expert support for Haringey schools in September and October 2020 to further develop online learning. The LA has also been central to collecting and distributing laptops from the DfE for children with a social worker and this has increase online uptake among cohorts for whom there was formerly a significant barrier.
- 4.3 In the autumn term, HEP will host online CPD² for all Haringey schools about leadership in these times, the recovery curriculum with the leading national figure Professor Barry Carpenter, supporting disadvantaged pupils with the

¹ National Foundation for Education Research - <https://www.nfer.ac.uk/about-nfer/>

² Continuing professional development

leading national adviser Marc Rowland, and on the curriculum with Mary Myatt (also a leading adviser).

- 4.4 Our collaborative work continues to support the highest quality learning through the Key Stage 2 curriculum – resources have been developed and HEP has provided extensive online training for teachers and leaders with Christine Counsell, DfE advisor. Most primaries are signed up to this approach and are implementing it. This will provide a rigorous knowledge rich humanities curriculum, with the biggest gains for our most disadvantaged pupils. It is also very clearly focused on the BAME and BLM agenda with specific training coming up on the development of empire, slavery and the conceptualisation of race and racism for teachers to gain a deep understanding of this
- 4.5 The Local Authority has led the discussions with primary, secondary and special heads across the lockdown period (twice weekly) to connect them, share best practice and communicate back and forth with the DfE on how we are continuing education through a challenging period. These meetings have proved really useful in joining up some of our schools in terms of practice and information sharing.
- 4.6 HEP Improvement Partners (Ips) will be focused on developing remote learning in schools in the coming months (and indeed Ofsted will focus on this with non-graded 'visits' in autumn and resuming normal inspections from January 2021).
- 4.7 The BAME achievement group has developed tools and support to ensure schools tackle the gaps in BAME attainment and outcomes with even greater vigour going forward. The LA and HEP will jointly host another conference, check on delivering against the eight commitments in the pledge, aim to complete a BAME review in every HEP school for free this year, and ask schools to clearly identify and address the impact on BAME communities. We also continue to develop our EAL (English as an additional language) support.

5 Schools

- 5.1 Haringey Schools are all ready to open from 2 September at the start of term to welcome pupils back. There are currently no known restrictions on this, though of course there will be some initial inset days and possible local issues (e.g. staff availability but this is not prohibitive) and there may be bubbles having to isolate in future if there are any confirmed cases of Covid.
- 5.2 Schools will either continue their online learning and integrate it more in what they do (e.g. as evidenced in Mulberry Primary School) or they are well aware of the need to develop a remote learning strategy in case of any bubbles isolating or a local lockdown. The work outlined above will help support schools in this.

6 Conclusion

- 6.1 Lockdown has undoubtedly impacted learning for our children and young people across all settings. While some families have been able to respond to lockdown and support their children with online and other learning, there are wide variations in how successful this has been from school to school and

locality to locality, as well as within single schools. Teachers will use the coming term to develop a greater understanding of what the impact has been and this will help to shape the recovery curriculum which is already underway. There will be undoubted impact on national testing (SATs, GCSEs, A levels and equivalents) in 2021 but schools will work hard with young people to minimise and eradicate this impact. Future announcements by the government may also shape these tests and outcomes.

- 6.2 The LA and HEP will continue to work closely with schools and all education settings to help our children and young people to adjust back into full time education in a school setting and to catch up and close gaps that have inevitably appeared. This work is considered and thoughtful and is developing as and when we unlock the full impact of lockdown in learning for all and for individual cohorts.