

## Case Study 2

Context/ particular challenges:
A Secondary School in the London Borough of Croydon
Actions taken by school:
<p>Communication has been key from the outset, with information being sent out to families via email and the website. Families can reach the SLT through emails and are responded to quickly.</p> <p>There is a quality remote learning offer, which leaders is used effectively either for pupils who have yet to return to school or for pupils who are self isolating. In addition to setting work, teachers have published some tips and easy explanations for terms to support. Work must be of a good standard, it is marked quickly, returned and expected to be resubmitted after improvements. The remote work includes model exam questions and model answers. Teachers are recording lesson delivery for upcoming topics to place in a school 'library of lessons' that pupils can access outwith school hours.</p> <p>Like Case Study 1, the school do not believe that fining parents during a pandemic will be the most productive way of returning pupils to school, but are reviewing this in light of Croydon's infection rate. The leadership of the school have repeatedly expressed disappointment at the lack of guidance from central Government and OFQUAL on the examination session 2021. With a significant amount of content not taught effectively during lockdown and time being short until the examination series begins they have expressed significant concern over the wellbeing of the students in years 11 and 13.</p> <p>Teachers have worked exceptionally hard to assess and triage current learning objectives for the pupils in years 11 and 13 while recognising the immense pressure that this could put young people under. Lessons are brisk but clear and can be supplemented by pupils contacting teachers outside of lesson time remotely in addition to asking questions in class. Teachers have reported their frustration at social distancing guidance but understand. They are very anxious for the wellbeing of their pupils.</p>
Next steps:
To ensure that quality first teaching negates the need for additional tutorial sessions and out of hours classes.
To source skilled tutors for additional examination support
To be mindful of budgetary constraints.