

Appendices
1- Case studies
Case Study 1

Context/ particular challenges:
A Secondary School in the London Borough of Croydon
Actions taken by school:
<p>The school Leadership prioritised its students into three groups using a traffic light system. Those at most risk receive a daily interaction, those at moderate risk three times a week and those at low risk once a week. This mirrors the approach the school took during the first phase of lockdown. Clear systems of communication were implemented, delegating responsibility for contact to Heads of Year.</p> <p>The ethos of the school in the June return of pupils was that of welcome and pastoral care. The school quickly assessed the pupils' wellbeing through form groups and were able to recategorise the pupils in the traffic light system. Learning was consistently delivered as an approach to building resilience should there be a second lockdown. Pupils in years 10 and 12 were given some home learning to complete over the Summer break. This was focussed primarily on English, Maths and the Sciences.</p> <p>This work was then marked by teachers when it was submitted in September as the school rolled out its wider 'return to school' support plan. The school has also been in daily contact with pupils who are in years 10 and 12 who have yet to return. They report that a considerable amount of anxiety exists around some families in multi-generational households and who are at risk in returning pupils to school. These pupils have been targetted for blended learning support and the school will raise any safegaurding issues immediately with the appropriate settings.</p> <p>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.</p> <p>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>
Next steps:
<p>To continue to encourage vulnerable children into school through constant review, a flexible offer and different approaches. Ensuring school is as safe as possible for all at each stage. To balance the need for content and examination preparation with pastoral care of the young people.</p>

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 wor 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 exeptionally 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 supplimented by pupils contacting teachers outside of lesson time remotely in addition to asking questions in class. Teachers have reported their frustration at social distancoing guidace but understand. They are very anxious for the wellbeing of their pupils.</p>
Next steps:
<p>To ensure that quality first teaching negates the need for additional tutorial sessions and out of hours classes.</p> <p>To source skilled tutors for additional examination support</p> <p>To be mindful of budgetary constraints.</p>