

# Educational Provision During Covid-19 Pandemic



*Believe, Succeed, Together*

September 2020

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## 1.0 Educational Provision During School Closure Period

### 1.1 Overview

Due to the coronavirus (Covid-19) pandemic, schools were closed from 23<sup>rd</sup> March. Whilst the Academy remained open to vulnerable pupils and pupils whose parents were identified as key workers, the vast majority of pupils continued their education through remote learning.

The Academy's remote learning provision was organised and delivered through the following:

1. [Google Drive](#) (part of the G Suite).
2. Online timetable - [remote.eastwoodacademy.co.uk](https://remote.eastwoodacademy.co.uk)
3. Zoom Webinar lessons - [remote.eastwoodacademy.co.uk](https://remote.eastwoodacademy.co.uk)

The remote learning provision also included the following external resources/platforms:

[Seneca Learning](#), [Maths Watch](#), [Method Maths](#), [MyMaths](#), [GCSEPod](#), [BBC Bitesize Daily](#) and [Oak National Academy](#)

### 1.2 Google Drive

For each year group, individual lessons were produced by the subject teacher (with associated support material) and uploaded into subject folders. The lessons were clearly identifiable and organised chronologically. Pupils were expected to e-mail completed work to their subject teacher for feedback.

### 1.3 Online Timetable

This was a bespoke interactive timetable which allowed pupils to access:

- Live Zoom Webinar lessons.
- Recorded Zoom Webinar lessons.
- 'Lessons' via MathsWatch and/or MethodMaths.
- Links to lesson resources on Google Drive.
- Details of how to contact staff and submit work.

## 1.4 Zoom Webinar Lessons

Subject Zoom Webinar lessons were delivered through the online timetable.

## 1.5 Face-Face Learning

From 15<sup>th</sup> June, to support the remote learning provision, the Academy opened to pupils in Year 10.

This involved a quarter of the year group attending one day a week, Monday-Thursday. The 'quarters' were organised into 20 teaching groups (A-T) of between 8-10 pupils and assigned to designated classrooms in discrete zones on the Academy site.

Whilst at school, Year 10 pupils resumed their GCSE courses and reviewed and consolidated work completed during the school closure period. Pupils focused on the core subjects of English Language, English Literature, Mathematics, Science, Citizenship and French.

## 1.6 Reflections

- The remote provision for the first two weeks up to the Easter break (23rd March – 3rd April) focused principally on maintaining learning continuity and mental wellbeing. The Academy was particularly mindful of not placing any unnecessary pressure on pupils and parents whilst both adjusted to an unprecedented situation. The Academy provided a [Work Schedule](#) for pupils to follow which involved accessing resources from the Google Drive and using external learning platforms.
- After the Easter break, during the first half term of the Summer Term (20th April – 22nd May), the remote provision evolved to incorporate new learning. Resources on the Google Drive included bespoke 'Support Sheets' to facilitate the acquisition of new content and skills. Pupils were encouraged to e-mail completed work to their teachers for marking and feedback - [Remote Learning Provision](#)
- During the half term break (25<sup>th</sup> May – 1<sup>st</sup> June), it became clear that secondary schools would remain closed for the remainder of the academic year. It also became clear that the pupils needed remote provision that was more directly engaging and interactive. The Academy subsequently evolved its remote provision to address these two areas specifically.
- Following successful trials in early June, the Academy moved to an online timetable and Zoom webinar lessons - [remote.eastwoodacademy.co.uk](https://remote.eastwoodacademy.co.uk). With hindsight, this provision could have possibly been in place sooner i.e. during the latter part of the first half-term of the Summer Term.
- From 15<sup>th</sup> June, face-face teaching for Year 10 pupils commenced. This complimented the remote learning provision and was successful in re-engaging and motivating the pupils. Average attendance from 15<sup>th</sup> June – 17<sup>th</sup> July was 82%.

## 2.0 Educational Provision from September

### 2.1 Expectations

On 17<sup>th</sup> September, the DfE updated its guidance on [Curriculum Expectations for 2020-21](#)

The key principles that underpin these expectations are as follows:

- All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

### 2.2 Planning and Implementation

The planning of the delivery of the curriculum was designed specifically to meet the expectations of the DfE guidance [Curriculum Expectations for 2020-21](#). In very simple terms, the educational experience was designed to be as normal as possible whilst ensuring an appropriate system of controls. Refer to [September Opening FAQ](#) and [Risk Assessment](#).

### 2.3 Remote Learning

In September, all pupils were issued with a hard copy of a 'Course Booklet' for each subject. The booklets include the work that the pupils will complete each half-term and are an integral part of the face-face lesson. In the event of pupils self-isolating, they will be expected to complete the work in the booklets and, upon their return, submit the booklets to their subject teachers for marking and feedback.

To support the completion of the work in the booklets, internal resources (and links to external resources and platforms) are organised into subject folders on the Google Drive.

In the event of a year group self-isolating and/or whole school closure, the Academy will revert to the online timetable and Zoom Webinar lessons - [remote.eastwoodacademy.co.uk](https://remote.eastwoodacademy.co.uk)

## 2.4 Curriculum Adjustments

Although many pupils successfully used the remote provision and made good progress, a number of pupils would not have made the level of progress that they otherwise would, and some pupils would have made very limited progress.

When considering the specific nature of the delivery of the curriculum, whilst balancing this against the necessary Covid-19 'controls', the Academy opted to deliver a broad and balanced provision in line with a normal academic year - [September Opening FAQ](#). In delivering a normal curriculum, the following will be implemented through individual subject departments:

- 'Baseline' assessments to determine pupils' gaps in their knowledge and skills.
- Prioritisation in addressing identified significant gaps in pupils' knowledge and skills.
- Prioritisation of the most important components for progression.
- Regular formative assessment to inform short-medium term planning.
- Prioritisation of mental and physical wellbeing - [Personal Development and Enrichment \(PDE\) Policy](#)
- Remote education provision integral to the curriculum delivery in the event of pupils self-isolating and/or a local lockdown.

## 2.5 Catch-up Strategy

On 19<sup>th</sup> June, the Government announced a [Catch-Up Fund](#) of £1 billion divided into two parts:

- A one-off universal £650 million catch-up premium for the 2020-21 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.
- A £350 million National Tutoring Programme to provide additional, targeted support for those pupils who need the most help.

Schools' allocations are calculated on a per pupil basis with a total of £80 for each pupil. The Academy is set to receive approximately **£80,000**.

The Academy's strategy is detailed in a separate document - [Catch-Up Strategy](#)