

Drivers for change:
From Lockdown to the Hybrid Secondary
Model for curriculum Delivery



TCS

**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

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Lockdown March 2020

**A PHASED APPROACH TO DISTANCE LEARNING IN A GLOBAL
PANDEMIC**

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Phase 1	23rd March – 24th April 2020 Country in Lockdown	Immediate Response to Covid-19 Paper packs, reading books, online resources via our new Distance Learning Portal on TCES website
Phase 2:	27th April – 21st May 2020 Country in Lockdown	Adapted Distance Learning programme based on the lessons learned and feedback gained from Phase 1 – Enhanced DL Portal Offer / MS Teams launch for staff /pupils
Phase 3:	1st June – 21st July 2020 Easing of Restrictions	Further refined DL offer including an increase in videoed and live learning through MS Teams – competitions launched
Phase 4:	Summer Holidays 22nd July – 28th August 2020	Distance Learning portal updated to Summer Camp edition providing pupils with virtual summer camp experiences for music, sport, arts, STEM, reading
Phase 5	1st September – 28th September 2020	Transition Curriculum: Detailed provision to support learners back gradually to full-time school-based group learning
Phase 6	October 2020 - Present Second National Lockdown, Tier 4 and National 'Return to School'	Distance Learning, the TCES Blended Offer and the shift to the Hybrid Model for Curriculum Delivery

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Initial Response: Phase 1

- Phased approach to Distance Learning
- Paper packs, reading books and resources posted to pupils
- Cascade model of leadership – SLT grouped with staff teams for support, monitoring and wellbeing
- Telephone support for families to aid learning
- Welfare and therapy calls to parents and pupils
- Established IT needs
- Equipment provided to pupils (laptops/dongles)
- Distance Learning Portal launched on TCES website
- Distance Learning Parent Survey 1



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Easter Holidays

THE SCHOOL REMAINED OPEN TO PUPILS AND CONTINUED TO TAKE REFERRALS THROUGHOUT THE PANDEMIC

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continuous Safeguarding and Monitoring

- Covid-19 Pupil risk assessments completed
- School remained open to vulnerable/keyworker pupils
- Daily telephone support for families to support learning
- Welfare calls to parents and pupils – logged/RAG rated
- Weekly safeguarding meeting with Companywide Safeguarding Senior Manager and school DSLs to assess any pupil concerns
- Engagement spreadsheet to track pupil engagement in DL
- Annual reviews, CIN, CP meetings continued by phone or online
- Pupil work returned, photographed and shared
- Parent surveys and feedback reviews
- Reports to local authorities
- Cyber safeguarding



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Phase 2: Transition to Online Distance Learning

- Response to Distance Learning Parent Survey
- Paper packs and resources continued
- Distance Learning Portal continually updated
- MS Teams introduced and MS Teams Champions instated
- Staff training on MS Teams platform and lesson delivery
- Pupils sent IT equipment and signed Code of Conduct for Distance Learning
- Pupils given email addresses and access to MS Teams
- Launch of "Getting You Online" MS Teams tutorials for pupils on Distance Learning Portal
- Peer Mentoring Programme



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Phase 3: Online Distance Learning

- Launch of TCES competitions to enhance engagement and sense of community:
 - The Art of the Possible – Arts
 - The Keepy Uppy Challenge – PE
 - The Independence Skills Challenge (ISC) - LIFE
- Live morning PE: Health, Fitness and Wellbeing sessions with daily online timetable of English, Maths, LIFE, Arts
- Further MS Teams training for staff
- Shift to videoed/live learning
- Virtual learning walk and Parent Survey 2
- More pupils returning onsite
- Pilot of Blended Offer and Distance Therapy

The Art of the Possible
TCES Group's cross curriculum Creative Arts Competition

Open to all TCES Group pupils and their parents until **Thursday 4 June**

All entries will be presented in a Virtual Art Exhibition by mid June, and we expect pupils to gain some fantastic qualifications along the way. You can see an example of a gallery on our website: www.tces.org.uk/pupils/virtual-art-gallery

Aims of the competition
This exciting competition is aimed at getting families having fun together, while learning at home and developing their artistic talents.

All TCES Group pupils are encouraged to enter and will benefit from:

- A fun aspect to the curriculum for pupils in KS2/3
- Pupils in KS3/4 can start to build up their portfolios and develop their technique
- It will help pupils in KS4 who are entered for creative arts qualifications and means to complete their portfolios

Entry categories
All categories are included in the TCES Group curriculum. If you need some help with your chosen category visit the Distance Learning Portal: www.tces.org.uk/pupils/distance-learning/creative-arts-project

Art Photography Clay or Card or Collage Comics	Music Singing Rapping Dance Playing an instrument (guitar, piano etc)	Performing arts Dance Drama Story Sports and games Role playing Sports writing
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Prizes
Lots of fabulous prizes will be on offer!
For pupils, these will include prizes for first, second and third in each category as well as a special overall winner prize. A special prize will be awarded to the winning parent or carer.

Judging for the competition will take place on **Monday 29 June**, with the winners being announced the following week during TCES Group's Arts Week. We are delighted that these amazing celebrity guests have offered to judge this competition, with more announcements to come!

BBC Six by Five (Jacky's Lunch Coordinator)
 TCES Group Father & Children's teacher (Diane Enfield, Rosemary)
 Stage and Action (Katie Polye)

What you need to do next
Choose your category if you haven't already! Where possible, your school will support you with the material required to produce your entry.

Thank you and good luck!

The New TCES Independence Skills Challenge (ISC)



TCES Group 2020 Keepy-Uppy Challenge

How many kick-ups can you and your fellow students and staff do without the object touching the floor?

Film yourself and use anything you like - if you don't have a football you could use some rolled-up socks or a toilet roll - get creative!

Entries will be put together by school or service and winners will be chosen for:

- Most kick-ups as a school/service
- Most participants in a school/service's video

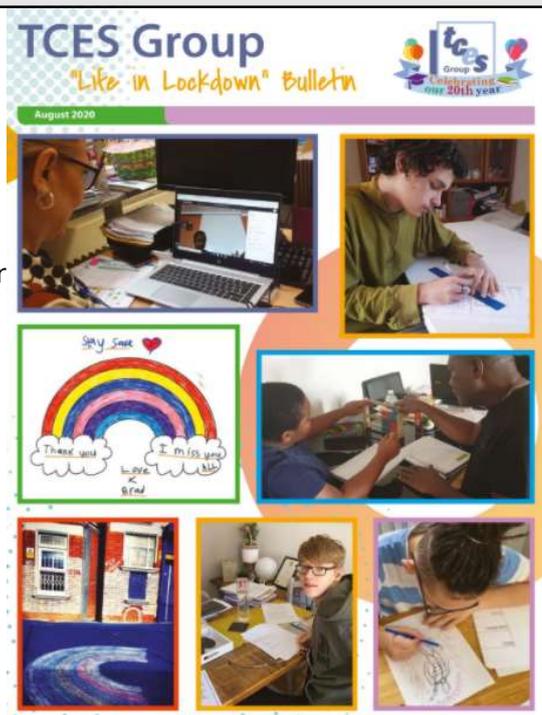
Submit your entries to your PE Lead by **3pm on Friday 22nd May 2020**

PE Leads:
 HELLIS: Ruby, Michael
 ELS: Eddie, Kirk, Yvonne
 Creative: Tashara
 Chloë, Lisa, Eshwar

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Focus on Wellbeing

- Staff wellbeing group formed
- Staff wellbeing survey
- Tips for working at home and website links to support wellbeing sent weekly
- Staff newsletter and CEO bulletin
- Wellbeing check-ins from SLT to staff team
- Staff social events – quizzes, trivia, competitions
- No meeting Friday introduced
- Staff onsite rotas created
- Cards and gifts sent to staff affected by Covid-19



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Life in lockdown

A CELEBRATION OF OUR DISTANCE LEARNING PROGRAMME

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CREATE LEARNING

EQUALITY **EQUITY**

We've all seen this picture, right?

In a picture-is-worth-1,000-words kind of way, this image simplifies the profound difference between equality and equity. From this picture people have actually begun to understand that treating everyone *equally* doesn't lead to *equity*, and in fact, equal treatment often perpetuates and justifies racial hierarchies. Yes.

Students discussing police brutality and the 'Black lives matter movement'

42:22 / 47:32 Microsoft Stream

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North West London

Many TGS Group people put pieces of art together in solidarity with the Black Lives Matter movement - here's some work from Enzo (above right) and Mason (above left).

Lib, who recently... lockdown, learnt how to set out his work and manage tasks easily. Pastoral Care Coordinator Latesah Enoch said "Lib worked hard and concentrated on his tasks, remembering how crucial management skills are if he wants to get his work done correctly."

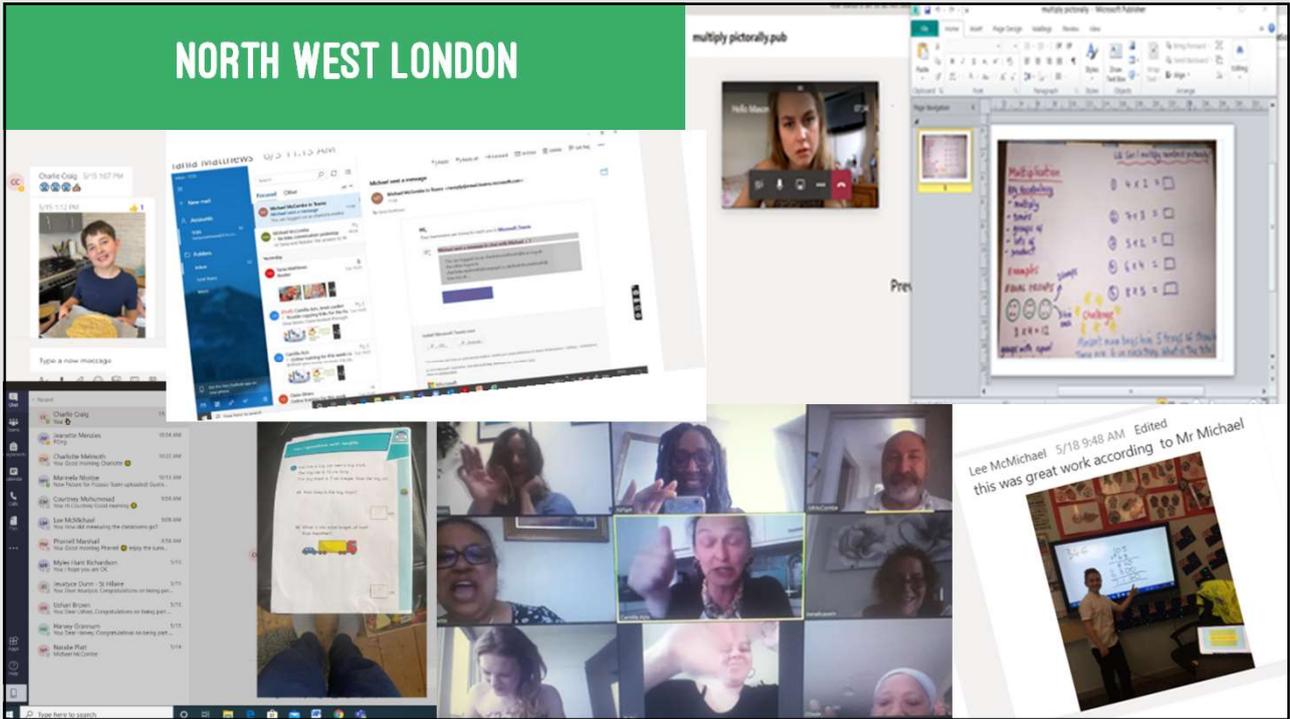
It's done lots of amazing work at home including gardening.

Jahmy settled into Distance Learning nicely - with a particular interest in art and outdoor activities.

Mason has been concentrating well and working very hard at home.

...involved in his science homework. He's learning about density using his own food colouring. He has enjoyed baking with them too.

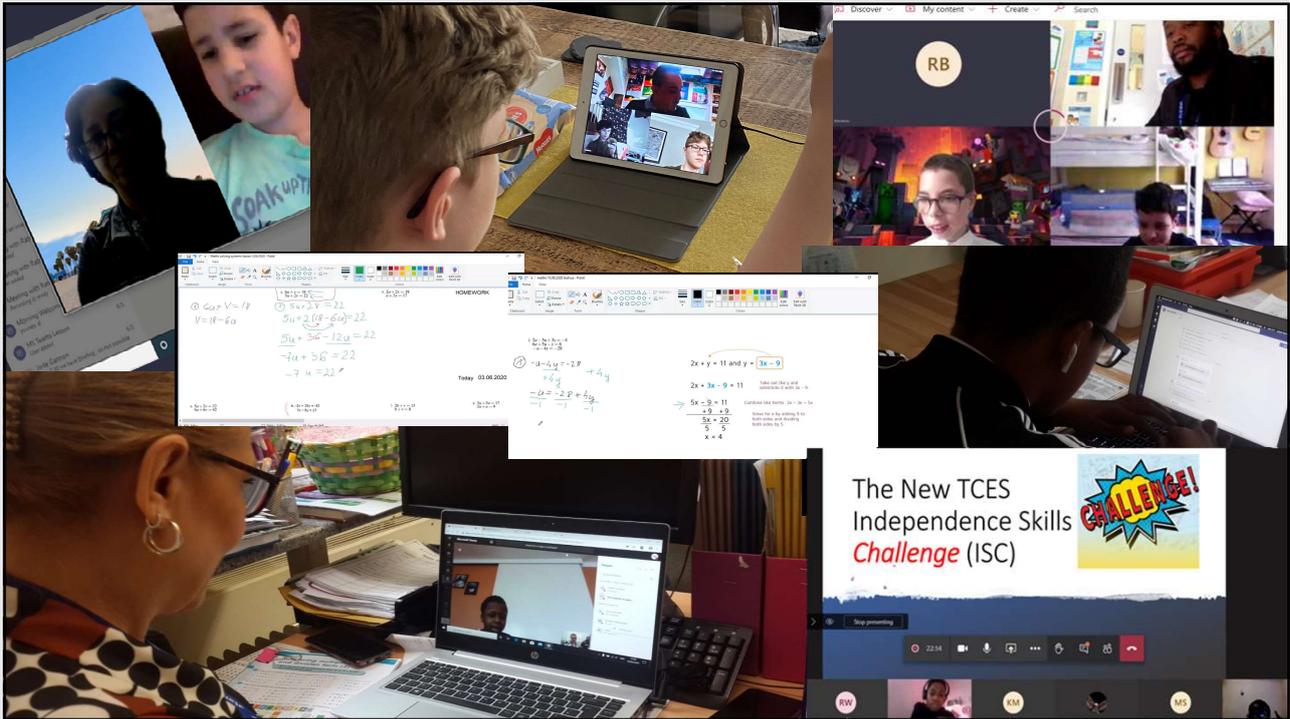
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celebrating our Successes

Parent/carer voice

Adapting to the intensive COVID-19 pandemic was a huge challenge for everyone – while some staff and pupils remained in school, other staff and pupils had to adapt to a new working environment – their own homes, of course. This had a huge impact on parents and carers, who had to adapt their own lives and homes to accommodate a new learning environment.

Our excellent staff jumped to help the cause, assisting parents as much as they could in delivering high-quality education to all of our pupils – whether in school or at home. Here are just a few of the many letters that staff were sent as a result.

I would just like to say a huge thank you to all the staff for the help and support during this time. It has been a real challenge for me and my child, but the staff have been so helpful and supportive. I have been able to get my child back to school and I am so grateful for the staff's efforts. I have been able to get my child back to school and I am so grateful for the staff's efforts.

As a family we would like to express our sincere gratitude toward the teaching staff and the management of TCES. You have provided the usual level of effort to help me in developing a strong bond between us and the school. This allows to help ourselves. I would like to thank you for the help and support during this time. It has been a real challenge for me and my child, but the staff have been so helpful and supportive. I have been able to get my child back to school and I am so grateful for the staff's efforts.

To Jade,
Thank you for all your support over the year, and for being an awesome teacher. We appreciate all your efforts.
Helen, Tim and Joshua.

Thank you for all your support over the year, and for being an awesome teacher. We appreciate all your efforts.
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Helen, Tim and Joshua.

Parent satisfaction shows the positive impact of TCES Distance Learning

Like many others, TCES Group has had to adapt to the 'new normal' thanks to the COVID-19 pandemic. One permanent, lasting change to the organisation is the creation of TCES Home Learning. Read more on page 5 to find out more about this new service.

A few months later, we did the same again, and the results showed that satisfaction had increased, and that TCES Group has adapted superbly to the challenges brought on by the pandemic.

Curriculum satisfaction increased from an already impressive 88% to 95%, and pupil engagement also improved. Confidence in teachers rose from 82% to 88%, and fewer parents and carers felt the need for support in assisting the home learning environment.

All parents and carers have received regular contact in helping to deliver distance learning.

Helen, a parent at East London Independent School, sent her thank you to 'all the staff who are working very hard to pull home schooling resources and lessons together'.

Similarly, Carly, whose son attends Essex Fresh Start, said 'They have always made my son's learning very personalised, and continued to be mindful of his specific needs throughout'.

Online Graduation for Year 11s, Post 16s, parents and carers

Lockdown art wows legends of stage and screen

It's not every day you get to have your dancing judged by ballroom icon Len Goodman or have Bond actor Colin Salmon comment on your skill at creating powerful characters, but that's exactly what's happened for TCES pupils.

The Art of the Possible competition was created by TCES Head of Art, Graphics and Design Paul Morris, currently in the running for a National Pearson Teaching Award for his work with SEND children, as a way for children to manage their anxiety and feel a sense of creative calm during lockdown and COVID-19 uncertainty.

The Art of the Possible attracted entries from TCES pupils in a broad range of categories from dance to photography, animation to illustration. Each entry has been included in a professional virtual art gallery for all to enjoy.

Judge's Special Prize for art, judged by Colin Salmon and Fiona Hawthorne: Lee

We loved that it involved their final steps leading to create a powerful and unique character, and that it also combined strong use of form with fabric painting and an element of digital art techniques.

Judge's Special Prize for craft, judged by Elaine Paige: Skye

Imaginative use of materials and vivid colours. Very well designed with great attention to scale and detail. Reminds me of a model that is used in theatre set design.

Judge's Special Prize for digital art, judged by Colin Salmon and Fiona Hawthorne: Diaz

This is an example as it has original drawings carefully composed, characters that have uniqueness, and use of colour that makes for a striking atmosphere, each one different to the other.

Judge's Special Prize for photography, judged by Dame Esther Rantzen: Aadam

I have chosen this as my favourite because it demonstrates such a variety of skills.

I love the way Aadam has used everyday objects and turned them into something so meaningful. Well done!

Judge's Special Prize for performing arts, judged by Len Goodman: Sammie

Sammie played with an amazing virtuosity. His Sam's Waltz had a wonderful melodic phrasing.

I thought it was beautiful.

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Summer Break

THE SUMMER CAMP EDITION OF THE DISTANCE LEARNING PORTAL LAUNCHED

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Activities included:

- Summer reading challenges
- Virtual summer camps
- Things to do in your area
- Google Arts and Culture
- Arts challenges
- Indoor activities
- PE: Health, fitness and wellbeing



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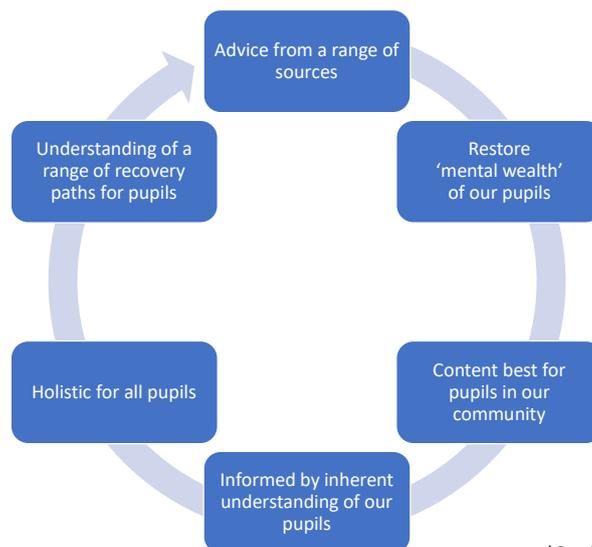
Life after lockdown

RETURNING TO FULL-TIME ONSITE EDUCATION

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Transition curriculum - Term 1/6 - September 20/21

RATIONALE: 'LEARNING TO LEARN' AGAIN, FULL TIME AND ONSITE AFTER AN EXTENDED ABSENCE



**See Transition Curriculum PPT for full rationale*

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Transition curriculum - Term 1/6 - September 20/21

RATIONALE: ADDRESSING PROF. BARRY CARPENTER'S 5 LEVERS

Lever 1 : Relationships

- We cannot expect our pupils to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Lever 2 : Community

- We must recognise that the curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3 : Transparent Curriculum

- All of our pupils will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our pupils to heal this sense of loss.

Lever 4 : Metacognition

- In different environments, pupils will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our pupils to reskill and rebuild their confidence as learners.

Lever 5 : Space – to be, to rediscover self, and to find their own voice on learning

- It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

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Transition curriculum - Term 1/6 - September 20/21

TIMETABLE FOR LEARNING WITH ABILITY TO TRANSFER ONLINE WITH EASE

Extended Form Time	• To foster relationships and build rapport whilst understanding and addressing post pandemic anxiety and trauma.
English and Mathematics	• To rebuild learner confidence and skills, and understand and address gaps in learning.
L.I.F.E Specialism	• To harness pupil voice, develop resilience and independence, and secure a leadership role for every pupil leading to Leadership Week.
'Arts' Specialism	• To find and explore hidden skills and talents whilst promoting creativity and self expression.
PE: Health, Fitness and Wellbeing	• To ground and centre our pupils through a combination of physical activity, teamwork and mindfulness.
Drop Everything and Read (DEAR)	• To reignite a love of reading.

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Returning to the TCES Big Picture curriculum

- Leadership Week, community leaders visits and announcement of Leadership council roles
- Success reports
- Return of the full Big Picture Curriculum
- Black History Month and TCES competition
- Baseline assessments conducted online –PIRA, PUMA, GAPS
- Return of full quality assurance processes
- KPI and target setting
- Full staff training resumes

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Tier 4 and Lockdown 3

- **REMAINING OPEN**
- **ENCOURAGING ONSITE ATTENDANCE**
- **CONTINUING TO ADAPT OUR EDUCATIONAL PROVISION TO MEET THE NEEDS OF THE SCHOOL COMMUNITY**

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consistent Therapeutic Education Provision

- Rapid response to and implementation of changing guidance
- Staff/pupil IT audit ongoing to address changing need
- Distance Learning in place as per government guidelines with 5 hours of education provided daily to all pupils
- Blended Offer trialled to support classes to access their learning from both home and school
- 1-1 learning continuing on MS Teams for identified pupils
- MS Teams refreshers conducted
- On demand MS Teams training prepared for pupils/staff who may need additional support
- Continuation of Distance Therapy and 'check ins'
- Peer Mentoring qualifications continuing virtually



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consistent Safeguarding Practices

- Committed communication with Local Authority Social Workers
- Staff attendance at statutory meetings
- Comprehensive engagement tracker to monitor attendance, flag concerns and track engagement in learning for all pupils daily
- Usual safeguarding practices followed including CME where appropriate
- Ongoing liaison with LADO where necessary
- Meeting EHCP - even from a distance
- Continued support of staff wellbeing



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Stopping the Pandemic Gap

- Online baseline assessments (PiRA, PUMA, GAPS)
- Online ongoing assessment which can be accessed anywhere
- Learning focused on core skills, identified gaps and catch up
- Collaborative literacy strategy to rapidly improve reading ages
- Lexia and Zaprendo online platforms to support reading
- Bedrock Learning online platform to support vocabulary development
- My Maths online platform to support progression in maths
- Virtual Careers Guidance meetings



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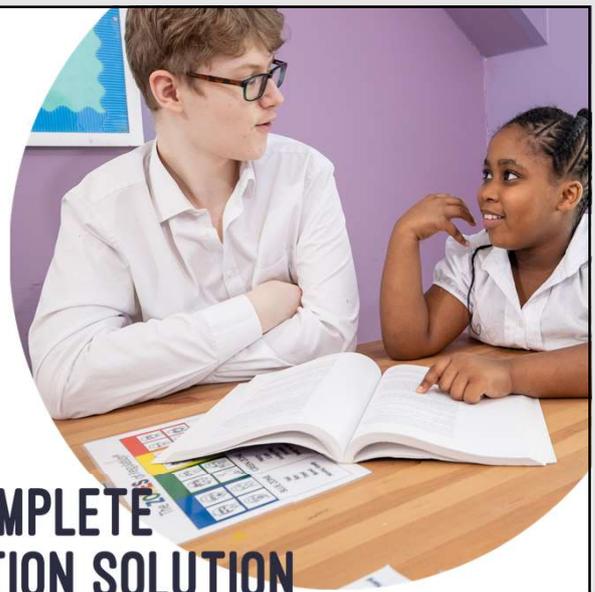
Moving forward

LEARNING FROM LOCKDOWN

- Teaching staff on Guide Education "Teaching with Technology" course
- Virtual Learning Walks and embedded quality assurance processes for Distance Learning
- Investigation into MS Teams 'Insights' to monitor virtual learning trends and usage
- Pupil, parent and staff voice collected and addressed
- Wellbeing groups to remain
- Further development of the Blended Offer

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From Lockdown to Hybrid
Secondary Model: our Journey



TCE&S

**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

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Education Endowment Foundation

IMPACT OF SCHOOL CLOSURES

The Rapid Evidence Assessment by the EEF in June 2020 on the Impact of School Closures on the Attainment Gap suggests “that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011.”

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TCES case Study: Education Team

IMPACT ON READING ATTAINMENT - PRIMARY

Recent findings from the DfE in the 'Understanding Progress in the 2020/21 Academic Year' Report show that school closure predictions materialised with **learning loss in reading** amongst the **primary school** cohort showing an average **loss of 0.9 months by the summer term 2021**.

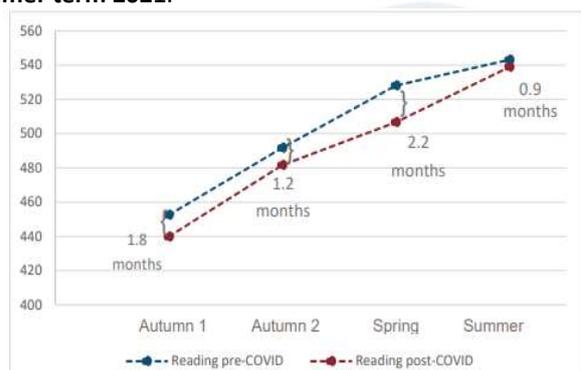


Figure 1 - Reading learning loss estimates in 2020-21, in months, for primary pupils measured against 2019/20 average learning trajectory. DfE (2021).

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TCES case Study: Education Team

IMPACT ON READING ATTAINMENT - SECONDARY

Although limited samples sizes amongst **secondary aged pupils** hindered analysis, the Report suggests an estimated **average learning loss in reading** of **1.2 months** by the same summer term (DfE 2021).

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TCES case Study: Education Team IMPACT OF DISADVANTAGE

Both figures modelled an average learning trajectory and do not consider the trajectory of disadvantaged learners who are already **9.5 months behind by the end of KS2** and **19.3 months in secondary school** as outlined in the Education Policy Institute's 2017 Report 'Closing the Gap?'

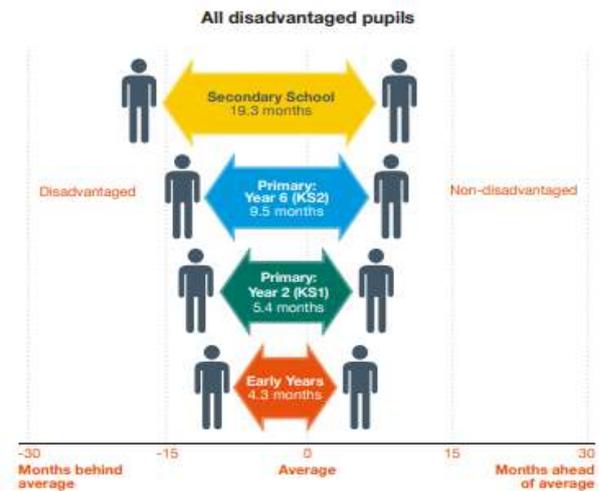


Figure 2 - Closing the Gap? Trends in Education Attainment and Disadvantage, Education Policy Institute (2017).

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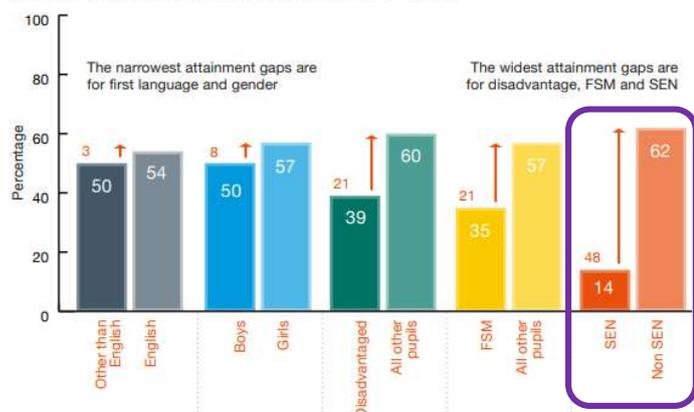
TCES case Study: Education Team IMPACT OF SEN BY AGE 11

Only **14% of SEN pupils reach the expected standard in reading, writing and mathematics by age 11** compared to **62% of Non SEN pupils**.

A SEN disadvantage gap of **48%** by age 11.

Attainment gap, age 11, by different pupil characteristics:ⁱ

Percentage reaching the expected standard in reading, writing and mathematics for different groups England, 2016 (state-funded schools)



Figures 3 – The Attainment Gap, EEF (2017).

i. 'National curriculum assessments: key stage 2, 2016 (revised)', Department for Education (June 2017)

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TCES case Study: Education Team

IMPACT OF SEN BY AGE 16

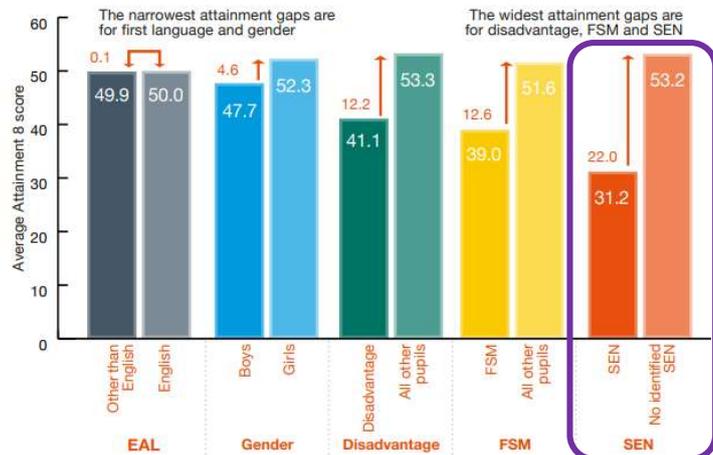
At age 16, SEN pupils have an average Attainment 8 score of 31.2 compared with 53.2 for pupils with no identified SEN.

An average SEN attainment gap of 22 points.

Attainment 8 measures the achievement of a pupil across 8 qualifications including mathematics (double weighted) and English (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list. Each individual grade a pupil achieves is assigned a point score, which is then used to calculate a pupil's Attainment 8 score.

Figures 4 – The Attainment Gap, EEF (2017).

Attainment gap, age 16, by different pupil characteristics:ⁱⁱ
England, 2016 (state-funded schools)



i. GCSE and equivalent results: 2015 to 2016 (provisional), Department for Education (October 2016)
ii. 'Special educational needs in England', Department for Education (January 2017)

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TCES case Study: Education Team

IMPACT OF SEN

“As expected pupils with special educational needs and disabilities are disproportionately found at the lower end of the attainment distribution. Given that many forms of SEND affect children’s progress in school and require additional support to enable children to access education this is not a surprising finding. This is seen in the Foundation Stage and these pupils are then relatively further behind by the end of Key Stage 4. Again, as expected, this pattern of results is more pronounced for those pupils with a statement or EHC plan.”

- Closing the Gap? Trends in Education Attainment and Disadvantage, Education Policy Institute (2017).

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TCES case Study: Education Team

IMPACT OF COVID, DISADVANTAGE AND SEN

Adding the average Covid learning loss to the historic disadvantage gap gives a minimum of **10.4 months gap by the end of KS2** and **20.5 months by secondary school**.

Again, these figures do not consider the further disadvantage faced by SEN learners with previous extended educational absences and co-morbid needs, indicating the gap for these pupils will be even greater.

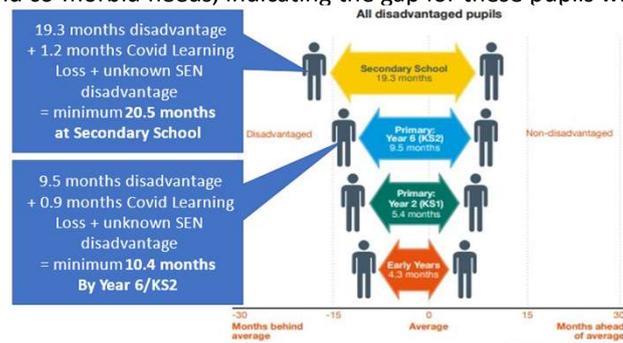


Figure 3 - Calculating Disadvantage from Current Research image which amalgamates findings taken from the Education Policy Institute's 'Closing the Gap?' report with the addition of the findings of the Reading learning loss estimates in 2020-21 from the DfE's Understanding Progress in the 2020/21 Academic Year (2021).

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TCES case Study: Therapy Team

EFFECT OF COVID ON TCES PUPILS

Type A: Health Anxiety Profile

- Hypervigilant around transmission factors
- Anxiety-driven compulsions to ensure adherence to Covid guidelines
- Significant barrier to accessing learning and engaging in regular activities
- Reduced attendance and decreased engagement due to anxiety
- Engaging in maladapted and avoidance coping strategies
- Access to psychotherapy sessions, social stories and adaptive communication methods around complex Covid information
- Developing pro-social responses to this anxiety

Type B: Social Anxiety Profile

- Neurodiverse pupils who found learning from home easier to manage
- Compatible sensory, social, physical environment allowing for a reduction in anxiety and challenging behaviour
- Families report success in learning from home and managing behaviour
- On return to school environment these pupils now struggle
- Sensory, social and physical environment now contains challenges and pupils show regression from starting points
- Families and pupils now anxious to engage with learning environment as home environment is seen as more manageable
- Work with families to decode complex diagnoses and uncover the benefits of small group, school-based learning
- Sensory modulation work and supporting emotional literacy in challenging situations

Type C: Loss and Bereavement Anxiety Profile

- Pupils during Covid who suffered singular or multiple bereavement
- Pupils with pre-existing relational trauma
- Losses can result in changes within pupil's support network
- Pupil is hypervigilant to any other potential loss causing ongoing anxiety and behavioural changes
- Due to heightened state of anxiety, pupil struggles to engage in learning and regular activities, and process the feelings surrounding loss
- Access to bereavement counselling
- Adaptive communication around loss and bereavement
- Support to engage in the process of loss and help to appropriately display and mark their strong emotions

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Post Pandemic Response

SHIFT TO THE HYBRID SECONDARY MODEL OF CURRICULUM DELIVERY

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Hybrid Secondary Model

THE BEST OF PRIMARY, SECONDARY AND THERAPEUTIC EDUCATION

Primary

- Primary model of curriculum delivery for pupils to year 8
- Key attachment figure who remains with form class for the teaching of most of school day
- Pupils retain ownership of their classroom as a secure base and remain in classroom for most of the curriculum
- Specialist teachers for Arts, Science, PE: Health, Fitness and Wellbeing
- Breakfast and soft start at the start of the day to support regulation and readiness for learning

Secondary

- Specialist teaching from year 9 upwards
- Pupils retain ownership of their classrooms as a secure base and specialists move from class to class
- Options subjects for pupils in year 10, 11 and Sixth Form
- Breakfast and Form time at the start of the day to support regulation and readiness for learning

Therapeutic Education

- Minimal pupil transitions allowing for a feeling of containment (teachers transitioning instead)
- Safe and secure learning environment specific to pupil need
- Consistent adults who hold key relationships for healthy attachment
- Seamless approach between education, inclusion and therapy whereby all staff implement therapeutic approaches and strategies
- Clear pastoral link to family supporting healthy attachments within the home and community
- Restorative practice, bi-weekly group process, and class reflection at the end of the day

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