Brine Leas School

2020-21 Planning Document

Introduction

The challenges that lie ahead of us cannot be underestimated. In September, our students will have been out of structured in-school daily education for 6 months. That is 6 months without our staff led daily set high expectations, structured learning, positive behavioural engagements, systematic low stakes and high stakes assessment, daily in-lesson motivation and challenge, socialisation citizenship development and mental health support and enhancement. In addition, we will be welcoming 240+ Year 7 students and 150+ Year 12 students who will be joining us for the first time (or re-joining us) without the traditional transitional support that we have so extensively developed over years of experience.

It is vital that we establish a robust and effective plan for the full restarting of our education system. We are now preparing our students for a new world, a world that we could never have imagined just 12 months ago. Collectively we must put a 'ring' of support, empowerment and challenge around our young people so that they are able to be successful and empowered within their world.

Summary of Key Challenges

Year Group	Key Academic Challenges	Key Societal/Cultural Challenges
7	Significant gaps in core subject knowledge Significant gaps in creative subjects' engagement Significant gaps in 'learning to learn' strategies Gaps in revision and examination preparation personal and taught strategies	Potential lowering of pride in their achievements Mental health and resilience Potential fear of the unknown of transition Potential reduction in strength of friendship groupings Possible attachment syndrome challenges
8	Hierarchical subject knowledge gaps; full requirement to 'catch-up'. Identification of key 'topics' not covered in all subjects that may lead to future gaps for assessments (e.g. lack of coverage of a history KS3 topic that may be required at GCSE or A-Level in the future) Significant gaps in 'learning to learn' strategies	Potential lowering of pride in their work and their success within a previous Yr7 celebratory culture. Potential friendship breakdowns and isolation mental health anguish. Potential lowering of pride in their school and the '…jump in with both feet' engagement strategies

Year Group	Key Academic Challenges	Key Societal/Cultural Challenges
9	Hierarchical subject knowledge gaps; full requirement to 'catch-up'. Identification of key 'topics' not covered in all subjects that may lead to future gaps for assessments (e.g. lack of coverage of a history KS3 topic that may be required at GCSE or A-Level in the future) Potential gaps in understanding of subject areas to aid informed decisions for GCSE/BTEC options.	Gaps in citizenship and cultural passport key areas. Potential lowering of pride in their work and their success within a previous Yr8 celebratory culture. Yr8 is a challenging year for 'work ethic' engagement, their Yr8 disruption will have further exacerbated this. Potential lowering of pride in their school and the '…jump in with both feet' engagement strategies
10	Gaps in core subject knowledge missed, i.e. GCSE content starts in several subjects from Christmas and Easter of Year 9	Work ethic, expectations and ability to 'up-scale' work focus, i.e. they have been out of education for 6 months and GCSE is a 'shock' normally, more so in this new scenario.
11	Gaps in subject knowledge and curriculum/specification content Gaps in non-examined content understanding and practice (e.g. lack of 'make' time, lack of practical performance time)	Fear and uncertainty of their ability to be successful in their GCSEs/BTECs in summer 2021 Uncertainty over the expectations of assessment and exam requirements in summer 2021 Time management techniques. How are they going to 'catch-up' and effectively prepare for their subjects with the work still to complete?
12	Gaps in hierarchical subject knowledge progression for key A-Level/BTEC subject areas Major gaps in examination preparation, revision and exam technique.	Potential lack of ownership of GCSE achievement leading to low self-esteem and/or lack of engagement. Work ethic, expectations and ability to 'up-scale' work focus, i.e. they have been out of education for 6 months and Post 16 is a 'shock' normally, more so in this new scenario.
13	Gaps in subject knowledge and curriculum/specification content. UCAS or employment progression preparation gaps Gaps in non-examined content understanding and practice (e.g. lack of 'make' time, lack of practical performance time)	Fear and uncertainty of their ability to be successful in their A-Levels/BTECs in summer 2021 Uncertainty over the expectations of assessment and exam requirements in summer 2021 Time management techniques. How are they going to 'catch-up' and effectively prepare for their subjects with the work still to complete?

The list above is not presented as an exhaustive list, but a list of the potential key challenges for each specific year group. In taking these key potential **challenges**, the following table highlights the potential key school **priorities** for each year group, both academically and culturally:

Year Group	Key Academic Priorities	Key Societal/Cultural Priorities
7	Assessment of cognitive learning ability through CATS or Open Data Source Project facilitated work Assessment of learning gaps in English and Maths with recovery strategies established Increased opportunities for non-academic subject engagement	Team building and school engagement strategies. Development of 'team identity' leading to full re-engagement in our systems.
8	Assessment of learning gap through low stakes assessments with recovery strategies established Learning to learn strategies	Team building and school engagement strategies. Development of 'team identity' leading to full re-engagement in our systems. Physical and mental health focus
9	Assessment of learning gap through low stakes assessments with recovery strategies established GCSE/BTEC options overtly referenced and supported through 'exhibition' opportunities.	Citizenship and cultural focus. Work ethic and engaging 'pride in their work'. Key development of celebratory culture Physical and mental health focus
10	Assessment of learning gap through low stakes assessments with recovery strategies established 'Ease' of transition into GCSEs. Need to ensure that there is a key recovery curriculum to get them 'up to speed' on the GCSE 'treadmill'	Transition and up-scaling of work ethic and work rate to meet the expectations of a 'normal' GCSE/BTEC programme Time management and personal organisational techniques
11	Assessment of learning gap through low stakes assessments initially leading to higher more formal assessments within term 1 with recovery strategies established	Self-esteem, self-worth and personal confidence strategies Time management and personal organisational strategies overtly focussed on
12	Assessment of learning gap through low stakes assessments. Identification of 'topic gaps' through lack of curriculum covering at the end of Year 11	Development of revision and exam preparation techniques Transition and up-scaling of work ethic and work rate to meet the expectations of a 'normal' A-Level/BTEC programme
13	Assessment of learning gap through medium-high stakes assessments (i.e. formal assessments early in term) with recovery strategies established	Significant mentoring programme established to support both careers advice but also academic support and advice. Time management and personal organisational strategies overtly focussed on

BLS Recovery Curriculum

The 'BLS Recovery Curriculum' is used to define the programme of activities, lessons and learning that students will undertake from September onwards to essentially transition from remote-learning to full in-school learning. The 'BLS Recovery Curriculum' will aim to address the key priorities for each year group as identified in the table above.

Each year group and subject area will establish a full plan for the recovery curriculum, and this will be published in due course. Initially, the returning structure will be as follows:

Dates	Focus	Year groups in attendance
Tuesday 1st September	Staff INSET: - Teaching and learning - Recovery Curriculum	None
Wednesday 2nd September	Staff INSET: - Teaching and learning - Recovery Curriculum - Safeguarding	None
Thursday 3rd September	Transition Focus	Year 7, Year 12
Friday 4th September	Transition Focus Work Ethic and Expectations	Year 7, Year 10, Year 11 Year 12, Year 13

Please note, when a year group is not in school, they will be home-based on a remote learning package facilitated through Microsoft Teams, Seneca, GCSE Pod and PIXL6.

September Overview

Dates	Focus	Year Groups
Week beginning 7th September	Monday Tuesday Wednesday Thursday Friday	All year groups; Forms & Cultural Focus All year groups; Subject based induction focus All year groups; Subject based induction focus All year groups; Subject based induction focus All year groups; Subject based induction focus
Week beginning 14th September	Full subject led curriculum for all year groups focussed on 'assessment of learning gap through low stakes assessments'	All year groups in all subjects
Week beginning 21st September	Continuation of subject specific recovery curriculum plans. Medium stakes assessments for Year 11 and Year 13	Each subject area will continue with their detailed plans for their recovery curriculum. Year 11 and Year 13 will undertake a full set of assessments-examinations.
Week beginning 28th September	Continuation of subject specific recovery curriculum plans Thursday 1st Oct Friday 2nd Oct	Mon/Tues/Wed all year groups based on subject timetables Remote learning for all year groups. Two in-school staff INSETs focussed in teams to bring together all low stakes and high stakes assessment understanding and to establish updated action planning to 'recover' our students' learning.

September Scenario Planning

It is not possible to accurately determine at this stage what September onwards will look like; however, this planning is working based on an approximate full return of all staff and students from

Monday 7th September onwards. At time of writing, my best-case scenario is that we will return in September to a focus on recovery curriculum, induction and resocialisation and citizenship. However, I am also working on a planning framework that will allow for the rapid and effective continuation of learning in the event of a 'second spike' during the next academic year. At this point, the traditional seasonal ailments will be emerging and will be further exacerbated by the previous social distancing measures (i.e. the 'normal annual ailments' will have a greater than normal impact), Covid-19 may present a 'second spike' and the attrition of society returning to a more fuller normal will all conspire to put pressure on our ability to deliver a full in-school service.

In summary, the most likely scenario for September is:

- Induction of all year groups with an initial focus on citizenship and resocialisation.
- Each subject establishing an initial 'BLS Recovery Curriculum' plan for September
- Induction of all year groups into subject based low stakes assessments in order to full assess the learning gaps
- Formal opportunity (through staff INSET late September) for staff to re-establish their subject based 'BLS Recovery Curriculum' following the low stakes and medium stakes assessments.

Wider scenario planning

Ultimately, there are now four probable scenarios to consider

1. **Scenario 1**. Covid-19 disappears completely over the summer and the risk of contracting Covid-19 has been eliminated
    a. This is likely to mean that the full school return in September
    b. No requirement for social distancing and other preventative measures
2. **Scenario 2**. The risk level of contracting Covid-19 is where we are now, but not eliminated
    a. This means that we are following the current guidance about each student returning to school, 2m distancing for staff and year groups in protective bubbles.
3. **Scenario 3**. The risk or reality of a severe second spike is high
    a. School would be closed to ALL students

Each scenario requires a planning framework and set of actions under the following key focus areas:

1. Curriculum
2. Behaviours and Routines
3. Student Wellbeing
4. Logistics and Hygiene
5. Staffing Issues

The tables highlight my initial planning under each scenario. We will continue to update these plans and to consult widely with staff, governors and parents and carers.

David Cole
Headteacher

Scenario 1

Covid-19 disappears completely over the summer and the risk of contracting Covid-19 has been eliminated.

This is likely to mean that the full school population returns in September.

No requirement for social distancing and other preventative measures.

Area of provision	Challenges	Actions	Completion date/Person
Curriculum	How can we assess the education impact/specific gaps in learning, for all students and then design appropriate interventions to close those gaps? How do we complete the specification coverage at KS4 and KS5 with the significant loss of time we have endured? How do we support Year 9 into Year 10 with not having the foundations needed for GCSE? How do we restructure the curriculum considering a 3-4 month absence from school, especially for Years 11 and 13?		
Behaviour & Routines	How do we ensure a successful transition of Year 6 students with a reduced integration process? How do we re-establish routines, behaviour and classroom expectations and reinforce the school's values?		
Student wellbeing	How do we approach a rise in the number of school refusers? How do we support the pastoral needs of students, which includes an anticipated increase in social/mental issues, including: • Lowered motivation • Weakening of social norms and behaviours • Weakening social ties • Loss of urgency and sense of purpose		

Scenario 1

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Area of provision	Challenges	Actions	Completion date/Person
Logistics & hygiene	How do we organise some form of hand washing facilities available for 1,500 students? What do we need to do to get the school logistically ready for a full reopening e.g. subject printing, furniture etc? How do we organise an autumn sitting of GCSE/A Level resit examinations?		
Staffing issues	How will we induct new staff effectively? How do we manage staff expectations, to ensure we do not pass our anxieties on to students? How do we support staff to return to work with the usual commitment and industry? How do we support certain members of the SLT who have hardly had a break since February?		

Scenario 2
The risk level of contracting Covid-19 is where we are now, but not eliminated
This means that we are following the current guidance about each student returning to school, 2m distancing for staff and year groups in protective bubbles.

Area of provision	Challenges	Actions	Completion date/Person
Curriculum	How do we assess the gaps in students' learning and what interventions will we use? We will need to think about different cohorts: • Disadvantaged • SEND – deployment of LSAs. • Years7 - 9 (having had no substantial contact in school) • Refocus on a sequenced curriculum – continuing with the progress made previously. • Curriculum redesign needed for those aspects of the curriculum that have been taught remotely • Year 11 & 13 (avoiding overload whilst preparing for exams with significant loss of time)		
Students' wellbeing	How do we support students' wellbeing given that the majority will not have been in school for a significant period? Key issues: • Loss of agency and sense of purpose • Social and emotional issues including lowered motivation • Lack of structure and routine • Weakening of social norms and behaviours • Uniform issues		

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This means that we are following the current guidance about each student returning to school, 2m distancing for staff and year groups in protective bubbles.

Area of provision	Challenges	Actions	Completion date/Person
Parental engagement	How do we improve parental engagement? Key Issues: • Not sending their children in to school • Ensure that our communication to parents is regular • Responding to lack of work • Managing expectations of online learning • Blended remote and in-school learning		
Timetabling issues	How do we structure the timetable to respond to the need for year group bubbles? Key issues: • Staffing • Rooming • Sixth Form study areas • Year group bubbles • Break and lunch time protocols • Do we divide the day in to two sections with longer opening hours?		
Transition	How do we effectively manage the integration of two new Year groups, Y7 and Y12?		
Teaching & Learning	How we better utilise the online learning and blend it in with the contact hours? Key Issues: • Organising the school/curriculum to allow for blended learning • Practical subjects- how can they do these? • Have we the best online learning provider?		

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Area of provision	Challenges	Actions	Completion date/Person
School Calendar	How do we manage whole school events/procedures? Key issues: • Year 6 Open Evening • Year 12 Open Evening • Parents Evenings • Autumn Exam season • Exam Access arrangements		
Hygiene	How do we continue to follow some form of hygiene restrictions?		
Staffing	How do we support staff with CPD and the appraisal process? Key Issues: • Training Days • Line Manager Support • Quality assurance		

Scenario 4
The risk of a severe second spike is high.
School would be closed to ALL students.

Area of provision	Challenges	Actions	Completion date/Person
Curriculum	How do we deal with the significant amount of lost teaching time, especially in relation to fulfilling the specification coverage at KS4 and KS5? How do we support several subjects which will need a complete curriculum rethink e.g. subjects with a practical element? How do we ensure we don't neglect KS3, especially our new Year 7 and external Year 12s who will not have been inducted into our school's ethos?		
Student welfare	How do we support students' emotional needs? Including: • Increase in anti-social behaviour issues; • Safeguarding our students' Mental Health; • Supporting our most disadvantaged families remotely. How do we support our vulnerable students? Including: • Worst case scenario will bring the severe risk of some students' dropping out' of education all together. Even the 'best case' scenario would be a massive disadvantage gap – hard to catch up in 2021 alone. • Serious negative social impact in the community and beyond: Safeguarding; child poverty; mental and physical health needs long-term for some families.		

Scenario 4
The risk of a severe second spike is high.
School would be closed to ALL students.

Area of provision	Challenges	Actions	Completion date/Person
Staffing issues	How do we deal with staffing issues? Including: Many more staff unwell. Potential teacher retention issues in 2021. How do we ensure ICT provision for staff training e.g. camera to record lessons etc.? How do we support staff with workload issues and work towards equity of teaching workload across departments? How do we deliver/monitor quality assurance? How do we support staff with bereavement?		
Transition issues	How do we support transition? Including: • The successful transition of Year 6 students with a vastly reduced integration process. • Ensuring Year 11 and Year 13 students receive 'Careers' support and guidance.		
Student support	How do we manage parental expectations of what can and cannot be achieved remotely? How do we support students with bereavement? How do we ensure appropriate ICT provision to allow ALL students to engage in remote learning?		

Scenario 4
The risk of a severe second spike is high.
School would be closed to ALL students.

Area of provision	Challenges	Actions	Completion date/Person
Teaching & Learning	How do we continue to improve the quality of remote learning? Including: • Maintaining a better level of online learning • Moving to video lessons • Developing our remote learning package so that is becomes of the highest possible quality. • A more radical timetabled remote learning provision. • The follow up of students' non-engagement. How do we set and enforce minimum expectations of staff in relation to remote learning? How do we deal with exam issues? Including: • Management and organisation of students sitting GCSE/A Level resit examinations in September. • Chance of exams being cancelled in 2021 now very high and another year of Centre Assessed grades? • We would not be able to get all the Exam Access assessments done face to face. Significant student underachievement in summer 2021 examination season and potentially beyond.		