

Quality of education key questions during COVID-19
updated for September, 2020

Overall leadership and management themes:	
<p>Is the school's risk assessment matched to the school's own context, signed off by the CoG and available on the school's website?</p> <p>Has the school's contingency plan been fully agreed, stress tested, and are they ready to deliver at a moment's notice?</p> <p>Are all staff clear about their part in continuing to develop the compassionate curriculum?</p> <p>Is equity in access to a broad and ambitious curriculum for all pupils regardless of where it is delivered?</p> <p>Are assessments now leading to an appropriate 'catch up' curriculum for subjects and individuals?</p> <p>Can staff, parents, and children can access and use on-line platforms, on-line teaching resources and paper copies if necessary?</p> <p>How do you monitor the quality of teaching and learning regardless of whether this is in school or remote?</p>	
Broad and ambitious Curriculum	Compassionate Curriculum
<p>How will you close the gaps in individual and class learning when you also have the requirement to teach the age specific National Curriculum?</p>	<p>How do you make sure that you meet the social and emotional needs of pupils while keeping them motivated to learn?</p>
Teaching and Learning	Safety and Safeguarding
<p>How do you ensure that teachers plan and deliver high quality lessons, whether in school or remotely, that match the learning needs of the whole cohort?</p>	<p>How do you ensure that everyone in the school community is COVID-19 secure, well-fed (FSM), and safe?</p>

LBHF primary schools' road maps to recovery for use during the pandemic

The primary school improvement team has worked in partnership with maintained nursery, primary and special schools to develop resources that can help all schools to address issues arising from the pandemic.

During the lockdown we created an overarching conceptual roadmap that identifies all the areas we thought were important during this time. We sought advice from schools and used the most relevant, national advice in compiling our 'road maps,' reports, and resources. Using this overarching roadmap we prioritised four key curriculum areas that we knew schools were particularly challenged by early in the pandemic. These materials highlight the ways in which existing effective school practices can be adapted in the COVID-19 context.

At the start of lockdown in late March, the primary advisory team sought to embed a framework that would make clear the themes that were paramount for everyone attempting to maintain education when most children were working at home. We called the framework a conceptual 'road map' to recovery where leadership and management underpin every aspect. At the heart of each theme sits a set of questions that should support each school's thinking about how create and maintain a high quality of education during the pandemic.

This whole framework enables all of us to ask important questions within four topics as follows:

- Broad and ambitious curriculum
- Compassionate curriculum
- Teaching and learning
- Safety and Safeguarding¹

So far we have worked with our schools to develop material that supports teaching and learning during the pandemic as follows:

- Remote Learning – remote education roadmap and report of fieldwork undertaken with six schools and Ruth Dollner, HMI, June – July 2020. This includes some key questions schools might ask, recommendations and a range of annexes to consider remote learning during the pandemic further.
- Reading – COVID-19 reading roadmap, and the report of fieldwork undertaken with nine schools and Ruth Dollner, HMI, June – July 2020. This includes some key questions schools might ask, along with several case studies of lockdown reading.
- SEND roadmap – this is a tool created by Keith Tysoe and a dedicated working party, to support SENCOs' practice
- Transition into EYFS – this is a recovery road map, with key questions and case studies of how schools managed transition into EYFS and from Reception to Y1.

¹ When the first 'road map' was written we divided the road map into four sections: core curriculum, personal education, teaching and learning, and safety and safeguarding, with a header for leadership and management. These headings have been redefined as we head into a new stage of pandemic teaching from September, 2020.