

# Covid-19

IMPLICATIONS FOR SCHOOLS AND ADMISSIONS

### The 3 As



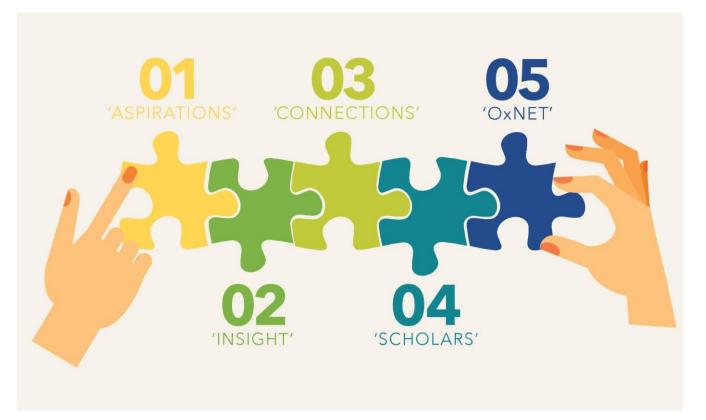


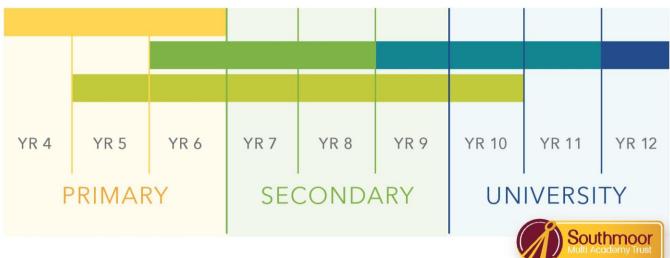


Aspirations Applications Attainment

## Planning Backwards

- 10-year programme
- A student would eventually progress through all elements
- Picking up knowledge along the way
- Empowering staff and parents
- Connections between Primaries, Secondaries and Universities
- Long-term, systemic way of thinking







#### "ASPIRATIONS" (9 hour long sessions across three years)

A coordinator goes into primary schools and delivers an hour a week for three weeks to all students in years 4, 5 and 6 setting the groundwork for a discussion of possible careers and the skills and qualifications needed to get there. CPD: Increasing primary teachers knowledge of HE.

**Key Priority:** Increase pupil awareness of career and university options. Measurable by attitudinal survey.

KPI GATSBY BENCHMARKS



#### 'CONNECTIONS' (Two day summer school events for each key stage)

In year 5, year 7, and year 10, students and their parents attend a summer school event at a local university where they will meet undergraduates and lecturers and experience a little of what university life might be like. CPD: Primary, secondary and university staff sharing best practice.

**Key Priority:** Key priority: Transform family attitudes to universities and professional career routes. Measurable by attitudinal survey and destinations data.

KPI GATSBY BENCHMARKS





### 'OxNET' (Across year 12 and into summer)

Key stage five students apply and a limited number are accepted onto a rigorous, academic course consisting of seminars followed by two day Easter programme and five day Summer school at Oxford. CPD: Project evaluation disseminated into wider staff.

Key Priority: Improve destinations of high ability disadvantaged. Measurable by destinations data.

**KPI HE DESTINATIONS** 



### 'INSIGHT' (Four days across four years)

All primary students in year 5 and 6 come for a day in secondary school focused around metacognition and understanding how their own resilience as learners is the key to success in the careers they might aim for. They set themselves independent reading goals which are then picked up on and evaluated once they have made the transition to secondary during equivalent days in year 7 and 8. CPD: Meta-cognition and its uses in the classroom

Key Priority: Improve transition between Primary and Secondary phases, tracking

disadvantaged students and boosting literacy and reading for pleasure.

KPI LITERACY

### 'SCHOLARS' (Multiple sessions across two years)

Key stage four students targeted as high ability disadvantaged complete a programme of seminars and lectures which mimic the OxNet programme of university preparation. CPD: Secondary specialists caring out action research.

Key Priority: Key priority: Improve achievement and destinations of high ability disadvantaged. Measurable by destinations and KS4 achievement data

**KPI KS4 OUTCOMES & DESTINATIONS** 

# Sixth Form Direct impact on post-18 destinations



# Sixth Form - Aspirations

- Open days went virtual
- No real-life visitation
- Lack of face-to-face contact with staff about their future pathways
- No guest speakers into school in personal development time
- Comfort in applying to local universities
- UCAS fair cancelled twice

# Sixth Form - Applications

- Personal statement workshops before summer
- Support for medical UCAT and BMAT
- Super-curricular experiences to discuss in personal statements/interviews:
  - Work experience
  - Summer schools
  - Cultural capital



### Sixth Form – Attainment

- Varying provision on lockdown
- Work set online few 'live' lessons
- Sixth Form opened for 4 weeks before summer – bubble restrictions, same class all day with a non-specialist member of staff
  - Home challenges
  - Internet
  - Caring responsibilities
- No quiet space to work
- Fear about how exams will go ahead in summer 2021







### **OxNet**

- Seminar series interrupted
- Easter school and summer school online
- Challenges with engagement and access
- 2020-21 programme is fully virtual



# Lower School Long-term impact on post-18 destinations

## Southmoor Scholars

### **Last Year**

- Oxford residential cancelled
- Independent project carried out at home without 1-2-1 supervision
- No graduation event

### **This Year**

- Virtual lectures
- Limited spaces due to classroom size and social distancing





## **NECOP**

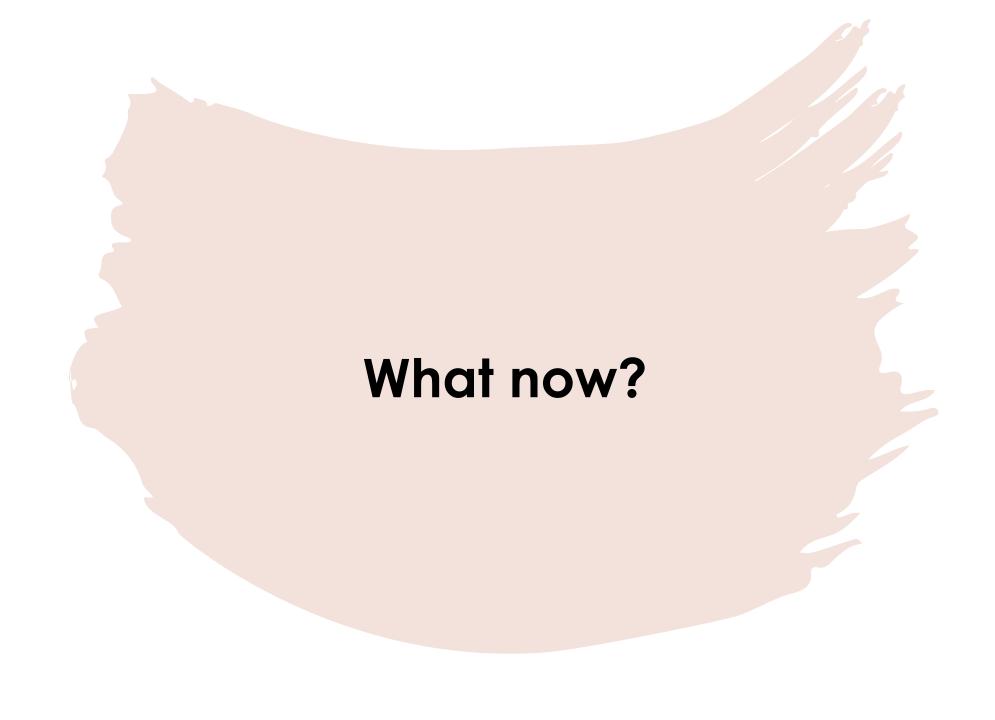
- Mentoring celebration event cancelled
- Virtual HE ambassador workshops
- Virtual external sessions
   e.g. David Hodgson's 'The
   Buzz'

# Primary School Culture shift

### Outreach

- Planned primary school visits cancelled
- Online provision created, but struggle to balance curriculum provision with extracurricular activities – already packed home learning schedule









# September onwards

- Catching up with lockdown work
- Bridging the gap
- Extra lessons in place of personal development
- No trips or external visitors
- 14-day isolation for staff and students

## **Concluding Thoughts**

### The 3 As Revisited





Long-term and short-term impact



### Applications

Less support and cultural capital



### Attainment

Disrupted learning and differing access to home learning and independent study