

Possible approaches to teaching Year 10s and 12s from 15 June

Government guidance says from 15 June schools should “provide some face-to-face support to supplement the remote education of Year 10 and 12 pupils, with a clear expectation that remote education skill continue to be the predominant form of education delivery for these year groups and that this should be of a high quality.”

This is a significant statement as it makes clear that onsite face-to-face sessions are intended to support and support and supplement the remote curriculum, not replace it.

The approaches outlined here are not endorsed or suggested, they are illustrative of the sorts of approaches schools might consider and are designed to help schools weigh up the pros and cons of each. This has been written initially with Year 10 in mind, but the principles and considerations are likely to apply to Year 12 as well.

The approach a school decides to take might be informed by how well pupils have been following the remote curriculum. A school could choose to use a blend of the approaches outlined below.

It may be that a school chooses to do something quite different from these. We would love to hear about what you are doing in your school or college and welcome your feedback. Please contact us at coronavirus@ascl.org.uk with ‘Year 10 and 12’ as the subject heading.

Some schools are considering offering physical face to face support only to specific pupils or groups of pupils, with others continuing to be supported remotely. Targeted groups could include:

- Disadvantaged pupils, or those with additional needs
- Those pupils who have struggled to engage with remote learning
- Those pupils for whom assessments indicate are most in need of support to address gaps and misconceptions

We are currently seeking clarification from the government as to whether this would be considered an appropriate response.

Importantly, your approach should be informed by what is:

- Safe and in keeping with government guidance
- Achievable within the school’s context and logistical limitations
- Of benefit to your pupils

It may be that a school chooses to consult with staff and parents before settling on an approach.

Approach	Remote element	Face-to-face element	Pros	Cons
General mentoring	Curriculum entirely taught and assessed remotely.	Pupils attend appointments with member of staff (eg tutor), individually or in small groups, to discuss pastoral issues and discuss successes and barriers in learning. Specific issues are shared with relevant subject teachers.	Sharp focus on pastoral & wellbeing. Simpler to manage the logistics (eg timetable and staffing). No need for mixing pupil groups.	Mentor may not be able to address subject specific barriers. Forwarding these to the subject teacher introduces potential for issues to be missed or misunderstood.
Subject specific mentoring	Curriculum taught remotely, but subject discussions held face-to-face.	Pupils attend appointments with subject teachers, individually or in small groups. Discuss curriculum content, probe understanding (low stakes assessment) and address misconceptions. Conversations inform future curriculum planning for groups or individuals.	Sharp focus on identifying gaps in subject content. Opportunity for teachers to immediately address key issues and misconceptions.	In short meetings it might be difficult for teachers to tackle issues which require fundamental re-teaching.
Subject teaching timetable	Most learning happens remotely but supplemented with face-to-face teaching sessions.	Pupils are timetabled to attend subject lessons, in keeping with the restrictions outlined in the government guidance.	Opportunities for more 'normal' teaching. Teachers can identify and address misconceptions and gaps in a classroom setting, which teachers might find easier as it is closer to their usual practice.	Logistically challenging to get pupils through all subjects in small groups whilst following government safety guidance. Might be difficult to timetable and staff in options subjects while minimizing group mixing. Owing to the limitations outlined in government guidance, a cycle of such a 'timetable' of lessons could take a long time to complete (several weeks?), potentially making it difficult to blend with the remote sessions.

<p>Core teaching timetable</p>	<p>Most learning happens remotely but supplemented with face-to-face teaching sessions. All learning in options subjects happens remotely.</p>	<p>Pupils are timetabled to attend subject lessons in core only, in keeping with the restrictions outlined in the government guidance.</p>	<p>Opportunities for more 'normal' teaching.</p> <p>Teachers can identify and address misconceptions and gaps in a classroom setting, which teachers might find easier as it is closer to their usual practice.</p> <p>Logistically easier to do in core subjects only.</p>	<p>Options subjects don't benefit from face to face time.</p>
<p>Subject teaching blocks</p>	<p>Most learning happens remotely but supplemented with face-to-face teaching sessions.</p>	<p>Over the remainder of the term, whole or half days are allocated to face-to-face learning in subject blocks. Eg split cohort into groups A-D. Monday 15th group A does English all day. Tuesday 16th group B does English all day, Monday 22nd group A does maths all day, Tuesday 23rd group B does maths all day. Science could be week 29th-3rd. Fridays and subsequent weeks could be used for some option subject sessions, eg June 19th is group A's Option block A, June 26th is group B's Option block A etc</p>	<p>Intensive blocks provide time for teachers to get into depth.</p> <p>Teachers can identify and address misconceptions and gaps in a classroom setting, which teachers might find easier as it is closer to their usual practice.</p> <p>Logistically more straight forward and easier to manage in line with government's safety guidance.</p>	<p>Subjects with blocks allocated towards the end of the term might benefit less as they have less time to adapt the remainder of the remote curriculum.</p> <p>If a pupil misses that block session they miss all of the face-to-face teaching in the subject.</p> <p>Depending on the numbers of children involved, this could take 4 days per subject to deliver to the whole cohort. Attending school for 4 days in a week could be problematic for some teachers with childcare responsibilities.</p>

<p>Core teaching blocks</p>	<p>Most learning happens remotely but supplemented with face-to-face teaching sessions. All learning in options subjects happens remotely.</p>	<p>Over the remainder of the term whole or half days are allocated to face to face learning in core subject blocks. Eg split cohort into groups A-D. Monday 15th group A does English all day. Tuesday 16th group B does English all day, Monday 22nd group A does maths all day, Tuesday 23rd group B does maths all day. Science could be week 29th-3rd.</p>	<p>Intensive blocks provide time for teachers to get into depth</p> <p>Teachers can identify and address misconceptions and gaps in a classroom setting, which teachers might find easier as it is closer to their usual practice.</p> <p>Logistically more straight forward and easier to manage in line with government's safety guidance.</p>	<p>Options subjects don't benefit from face to face time.</p> <p>If a pupil misses that block session they miss all of the face to face teaching in the subject</p>
------------------------------------	--	---	--	---

The guidance provided in this document is for general information purposes only and does not constitute legal or professional advice. They represent ASCL's views, but you rely on them at your own risk. For specific advice relevant to your particular circumstances, please contact your employer's HR service or legal advisers.