SEND Conference

Current thinking and research

Research from temporary and planned school closures

- Students from lower socio-economic backgrounds (vulnerable pupils) tend to be particularly affected

- Mixed results on subject-specific learning loss, possibly less effect on reading as easier to practise at home

- Research suggests relatively more learning loss for younger students

- The return to school requires an acclimatisation period (eg. pupils achieve less well in the Autumn term)

Consider what aspects of SEND pupils learning are difficult to keep in long term memory as these are more likely to have been lost (eg. phonics, maths processes etc.)

What can we learn from previous events?

Natural disasters inherently disruptive even without school closures

Prestige Oil spill disaster (Perez-Pereira et al. 2012):

- Little effect on preschool students

- Negative effect on behaviour but not learning in primary school ;reverse in secondary

Bushfires (Gibbs et al. 2019):

- Positive influence on RE, philosophy, psychology

Long term effects

THERE WILL BE A LONG RECOVERY PERIOD

- ▶ 3-year follow-up after factory explosion (Smilde-vanden Doel et al. ,2006):socio-emotional but not academic effects

- ▶ Additional psychological support

- ▶ 2-4 years after bush fire(Gibbs et al., 2019): negative effects on some **but not all** academic outcomes

- ▶ 20-year follow-up after bushfires (McFarlane and van Hooff, 2009): students were less likely to extend their education

The Impact of Previous Interventions

Evidence from Hurricane Katrina (Alvarez, 2010):

➢ Allowing students to write about and discuss emotions

▶ School-based trauma interventions (Cognitive Behavioural Intervention for Trauma in Schools) found to reduce symptoms of depression, anxiety, PTSD

Other evidence

▶ Greater teaching of personal, social and emotional development

▶ Meta-analysis (Durlak et al., 2011) found that PSHE interventions are generally effective and improved social and emotional skills, attitudes, behaviours…

▶ EEF(2019): explicit teaching, modelling behaviours, collaboration with parents

Impact on Student Well-being

WHO (2020) acknowledged potential negative impact of crisis on well-being:

▶ Increase in calls to domestic abuse hotline since lockdown

▶ Exacerbating effect on students with mental health issues

▶ 83% report negative impact of school closures on mental illness

▶ 26% unable to access necessary support

▶ Experience of lockdown may be stressful; stress affects learning

▶ Impulse control, planning, higher-order thinking

▶ Knock-on effect on academic achievement

Grief, Trauma and PTSD

- Many students and school communities will have experienced grief

- Responses in trauma can vary according to age(regression, aggression, re-experiencing, avoidance..)

- PTSD is an anxiety disorder caused by **direct or indirect** exposure to a traumatic event

- Not everybody who experiences trauma will develop PTSD but if symptoms persist students should be referred to a professional

- Structure, debriefing and space to talk are critical FOR ALL

- Some studies suggest link between PTSD and lower academic performance

Effective distance learning: EEF April 2020

► Teaching quality is more important than how lessons are delivered

► Ensuring access to technology is key, especially for disadvantaged pupils

► Peer interactions can provide motivation and improve learning outcomes

► Supporting pupils to work independently can improve learning outcomes

► Different approaches to remote learning suit different types of content and pupils

Applying Research to COVID 19

Combination of learning loss and lower learning gains due to remote learning BUT learning continues

Recent projections (Kuhfeld &Tarasawa,2020) suggest the general school population could return in September with:

➢ Better learning gains in reading

➢ Weaker learning gains in maths

➢ Some pupils a full year behind

➢ Relatively more learning loss for younger students (primary) and those from disadvantaged backgrounds

What might this mean for SEND pupils?

Effect on Teachers

STAFF WILL NEED ONGOING PERSONAL AND PROFESSIONAL SUPPORT

Very few studies have investigated the effect on teachers:

- Borntrager et al. (2012) found similar levels of STS in teachers as in social workers

- Zhang et al. (2016) higher levels of PTSD post-earthquakes in teachers than general population from other studies

- Pfefferbaum et al.(2004) showed that teachers felt ill-equipped to support students post 9/11: 41% found it stressful; 91% would have required support

- Child Bereavement UK (2018) found that 90% of teachers feel ill-equipped to support grieving students

- 80% of teachers say their well-being has decreased since lockdown

It's not a quick fix!

**Sustained support will be needed
to help minimise impact**

▶ It is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.

▶ Assessment of lost learning and targeted support will be essential.

▶ There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.

What do we mean by learning loss?

▶ If learning has been truly lost, it must be regained, which may be slow and painful.

▶ If it is merely rusty, it may be quickly regained with a small amount of practise. If pupils previously learnt it well, they might well regain that state quickly.

Will need to consider what (in the curriculum) needs a refresh and what needs deeper study

Reflecting on research, consider…

▶ Has the parent been able to support learning at home? Have they just be surviving? Has parent/s been working?

▶ How readily has online learning been available in the home?

▶ What is the quality of learning you have seen from the pupil? Do you know anything about their misconceptions / difficulties with it?

▶ How have you supported the parent and what impact has it had? Do you have a good picture of what lockdown has been like for the family?

▶ What else have the Parents from affluent homes spend far more money on resourcing home learning.

How School Staff can Help:

- Know your pupils lived experience – cultural capital
- Develop and maintain strong support networks
- Open communication – address the elephant in the room
- Conveying a positive attitude
- Collaborate with parents and professionals
- Rethinking reactions to behaviour (Why do children behave the way they do?) – including awareness of triggers

What Should you Avoid?

- ▶ Trying to cram pupils - resulting in memory overload

- ▶ Rushing into pushing learning outcomes and not ensuring pupils are settled and happy

- ▶ A curriculum that does not make sense to pupils because the curriculum offer doesn't address the pupils lived experiences

- ▶ Doesn't connect to prior learning – unconnected facts / skills

Supporting Catch Up after Returning to School

EEF Study suggests:

▶ Improving the quality of teaching is the strongest lever to improving pupil outcomes (QFT)

▶ Wider professional development for teachers: e.g. using PPG money to focus on CPD: e.g. online courses linked to pedagogical approaches that are likely to be particularly effective for disadvantaged learners, e.g. metacognition.

▶ Targeted support

▶ Specific one-to -one tuition (from who?)

▶ Prioritise pupil absence

▶ Ensure any support is sustainable

Considering Interventions?

► Any effective intervention needs to have a clear starting point (baseline) and clearly defined end point to measure success.

► Evaluating the starting point will be complex. When you factor in different pupils ability and different learning experiences at home then the starting point will vary greatly for individuals. This needs to be assessed carefully by someone who knows the pupil well, with respect to their cognitive ability, readiness for learning and knowledge of their learning experience at home.

► A comprehensive baseline assessment is also likely to be unwieldly because '*the gap analysis would be too complex.*' (DfE 2020). It would be more effective to carry out smaller, formative assessment to identify gaps in current topics being covered and worked on alongside learning in the classroom.

DfE 2020

▶ Many schools are postponing any formal, summative assessment and instead focusing on lighter-touch approaches to assessment for pupils returning to the school site.

▶ *"We won't do a big baseline assessment because the gap analysis would be too complex,"* Sallie continued. *"Instead, teachers will be more granular in their approach using low-stakes, formative assessment to identify gaps or misconceptions, for example, questioning or quizzes, and feed those findings back to the head of department."*

September

# An unknown status quo

Where is Ofsted At?

If they are all back…

- Re-establish routines and the school 'way'
- High expectations but realistic attitudes
- Addressing what has happened - acknowledging different experiences for different people
- Putting measures in place to address mental health – the unseen enemy
- Being human
- Being truthful
- Higher initial focus on PSHE

Some in and some out…

How can you make learning meaningful and manageable?

Perhaps:

- ▶ Projects / directing teaching when in that are consolidated remotely
- ▶ Blocking subjects so not focusing on too much at once
- ▶ Wider (safe) opportunities for pupils to communicate with each other
- ▶ Learning focused not task focused
- ▶ Ensuring home and school pupils get a similar deal
- ▶ Leaders monitoring quality
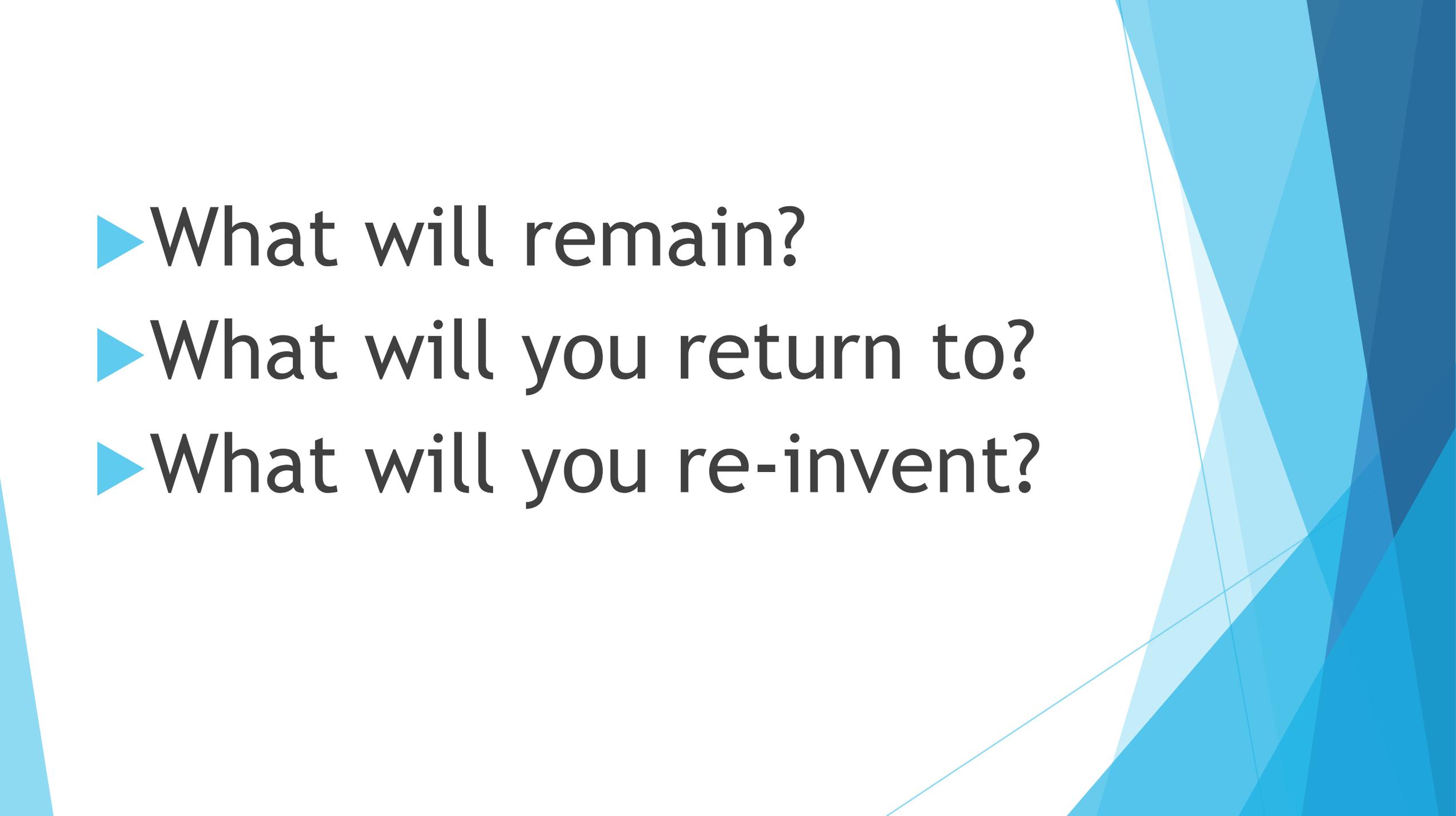
▶ What will remain?

▶ What will you return to?

▶ What will you re-invent?

LINKS

- [Endowment Foundation April 2020](#)
- [Education in Times of Crisis](#)
- [The Sutton Trust 2020](#)
- [DfE 2020 Planning-a-curriculum-to-teach-at-school-and-at-home](#)
- [DfE 2020 supporting-staff-in-curriculum-planning-for-a-phased-return](#)
- [DfE 2020 Identifying-and-addressing-gaps-in-pupils-understanding](#)
- [DfE 2020 Pastoral-care-in-the-curriculum](#)