

## A Roadmap for Continuing Strategic Governance in 2020/ 21

### **NEW: STRATEGIC FOCUS POINTS** (encompassing all themes)

- **How do the lessons learned from the 2020 experience of governing during the Covid-19 pandemic shape our strategic governance?**
- **How can we support senior leaders and staff to stay resilient and responsive in the face of challenges and rapid change?**
- **What do we still need to incorporate in our medium and long term strategic plans, and what resources do we need to achieve our goal**
- **Which pupil groups have been most impacted by schools closures and need to be a particular focus?**
- **What are our plans to address leadership challenges / support the longer term strategic recovery of our school?**
- **How do we employ expertise to ensure the long term strategic recovery of the school?**

### THEME 1/ 2: Preparations for January and beyond - planning for different scenarios

#### *Risk assessments and safety procedures*

- How are we addressing and keeping under regular rigorous and robust review the risk assessment process? (current January 2021 Hackney guidelines [here](#))
- How are we engaging with all staff to ensure their health risks have been assessed / concerns have been fully considered? (*also: Th. 3 Staffing*)
- How do we monitor that adaptations to our daily operations, systems and policies work well and are modified as needed to ensure robust measures that minimise/mitigate potential risks?
- How do we advise pupils / staff on transport to school in the context of the national lockdown?
- What are our processes when a pupil or member of staff has coronavirus symptoms or tests positive for coronavirus?

#### *Continuity of Learning and Pastoral Support*

- How do we ensure continuity of quality of learning experiences during the pandemic, in school and/or through remote learning? (How is this communicated on our website?)
- What pastoral provision and activities have been implemented to ensure pupils are integrated and engaged in learning, and maintain social connections whether learning from home or from a school setting?
- How do we particularly support vulnerable /SEND pupils to ensure their continuous quality of learning?
- How do we continue to address significant safeguarding matters, is our policy sufficiently meeting current need?
- Do our children have access to / access support through wider services beyond the school?
- How do we make effective use of technology and online resources to ensure continuity of education? How do we measure effectiveness?
- How do we ensure all children have access to technology and support those children who are at digital disadvantage? (see DfE January 2021 support [here](#)) (*also: Th. 5 Financial*)
- What scenarios are we planning to establish/optimize blended school and home/online learning and ensure continuity and flexibility?

## Hackney Education Governance Services A Roadmap for Continuing Strategic Governance 20/21

Updated: 14 January 2021

- What can we learn from the exam grading and outcomes, what issues might our school need to address, what are the plans for next year?
- What are our plans to support new children joining our school, particularly for vulnerable/SEND pupils?
- What are our plans to deliver high quality learning experiences that address curriculum recovery and learning gaps?
- What additional support and training will staff need to implement safe practices, blended models of learning, including effective and safe use of technology? *(also: Th. 5 Financial)*
- How do we ensure time is allocated/utilised for continuity of professional development? How are new staff being recruited and inducted? *(also: Th. 5 Financial)*

### *Communication*

- How are we continuing to connect with families, including those for whom English is a second language, and what are we learning by listening to the views of pupils, parents and staff?
- How are we continuing to keep in touch with pupils, especially those we regard as most vulnerable, to ensure welfare, pastoral support and learning? How are we monitoring response to any key emerging concerns?

### **THEME 3: Staffing matters**

- How often and robustly are we reviewing the risk assessments and implementing measures to ensure the wellbeing of all staff, particularly those who are shielding / vulnerable?
- How are we listening to our staff about their anxieties and concerns? How do we engage with them, and professional bodies/ Trade unions, and prevent / mediate potential issues?
- How effectively does the school ensure a balanced workload, especially in the context of deploying staff to protect clinically vulnerable people (following Tier 4 recommendations), and staff shortages due to the pandemic? *(also: Th. 5 Financial)*
- How is our Headteacher and staff wellbeing / mental health supported in the context of long-term pressures and fluctuations? *(also: Th. 5 Financial)*

### **THEME 4: Inequality and community cohesion**

- What is our strategic plan to mitigate for the educational, social, economic impact of Covid-19 for our vulnerable pupils and their families? *(also: Th. 5 Financial)*
- What is our plan for advancing equality in our school's strategy, systems, processes, and practice? *(also: Th. 5 Financial)*
- What is our strategy for promoting community cohesion and pupil sense of belonging?

### **Theme 5: Financial management matters**

- What are the continued costs associated with the pandemic and what is the impact on our current budget?
- What additional financial support do we expect to receive?
- How are we preparing a curriculum led financial plan and setting a budget for 2021/22, robustly integrating our strategic goals? *(Hackney deadline for budget submission 1/05/2021)*
- What are the changes to our longer term budget and to our forecast moving forward?