

Achieving An 'Outstanding' Long-Term: Plan with JAAM

2020: an unprecedented year. But, is the worst of this troubled time truly over or is the problem on the verge of intensifying?

Spring 2020 and the Covid pandemic dominated worldwide. The immediate solution was the nationwide temporary closure of schools. By March, 1,463,798,880 were affected: an astounding 83.6% of enrolled learners in over 162 countries (UNESCO, 2020). Even by December, in over 27 countries, 306,897,496 still lacked access to education.

The UK might congratulate itself on re-opening education facilities at the start of the academic year, but OFSTED rebuts this celebration. In their December press release, serious concerns were raised about the continuing impact Covid-19 has on learners:

'just over half of the schools visited, pupils in bubbles were sent home to self-isolate at some point during the term...a few school leaders said that a significant proportion of their pupils had to self-isolate on 2 or 3 separate occasions.' (OFSTED, 2020)

Open schools do not equate to education. Since September, schools have been grappling with distance learning. In the battle to juggle blended with formal learning, teachers have been suffering from overwhelming anxiety and stress levels; intensified by classrooms remaining the only indoor locations that groups cluster without PPE. As experienced professionals, there is a constant strive for outstanding achievement, but as human beings, lack of time and finances result in ineffective, inconsistent online learning. Their current best is a mix of uploaded documents on LMS and live streamed classes on virtual platforms.

Despite the hard work, these current levels of remote education are deemed insufficient by OFSTED (2020):

'pupils who were self-isolating individually for a fortnight at a time often had a poorer experience...isolating individuals often miss out on the new content being taught to peers in class, instead doing revision at home. For these children, the loss of learning they experienced in the summer is being repeated.'

In December 2020, the UK parliament committee accepted evidence towards the inquiry into the impact of Covid-19 on the education sector, specifically the effect of school closures and exam cancellations. Despite this, England's summer examinations will proceed this summer, whilst other home nations raise concerns that teacher assessed grades are unfair due to a lack of continuous learning.

Investing in a quality, long-term remote learning solution is now the only option for headteachers, so as to avoid *'a case of remote attendance, rather than remote learning.'* (Amanda Spielman, Chief Inspector of OFSTED, 2020)

JAAM is an experienced learning provider that combines visual and technical knowledge to create high quality, educational content that maximises learning outcomes. We tailor and transform curriculum to meet the personalised learning needs of all schools, and students – of any age group. Our reliable, skills focused products are built around outstanding pedagogy and promote higher-level, critical thinking - resulting in both engagement and achievement.

This month, OFSTED resumes inspections of new providers of Further Education, alongside primary and secondary schools, specifically those deemed inadequate and requiring improvement. It is time to relieve the intense pressure that headteachers, teachers, students and parents are facing with JAAM's user-friendly, e-learning materials.

References

OFSTED (2020) *Covid-19 having detrimental impact on children's education and welfare, particularly the most vulnerable* Available at: [COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/covid-19-isolation-having-detrimental-impact-on-childrens-education-and-welfare-particularly-the-most-vulnerable) Accessed 15th December 2020

UK Parliament (2020) *The impact of Covid-19 on education and children's services* Available at: [The impact of COVID-19 on education and children's services - Committees - UK Parliament](https://www.parliament.uk/business/committees/committees-a-z/all-committees/covid-19-education-and-childrens-services/) Accessed 15th December 2020

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