



Mossbourne Community Academy

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As a result of the Coronavirus pandemic, our academy closed on Friday, 20th March 2020 for 59 school days. Work was provided by teachers via Show My Homework - a non-interactive, document-sharing platform. While this was effective for Years 7-11, it had limited functionality for Sixth Form students.

During this period, virtual lessons did not take place. Voluntary, irregular Q & A sessions were provided which a number of our students could not attend due to poor internet connections or lack of access to devices and relevant technology. While the local Learning Trust was able to provide laptops for a handful of students, many who would have benefitted did not receive one. Hackney is one of the poorest boroughs in the capital with a poverty rate of 37 per cent and an IMD2019 score that ranks it as the second most deprived borough in London; nearly fifty per cent of residents reside in the bottom 5 per cent of LSOAs nationally. As a result, many of our students live in crowded conditions which often makes working from home challenging, and in many cases impossible. Moreover, Hackney has been impacted badly by the pandemic, with both cases and deaths higher per capita than the national average. Several students were significantly impacted by bereavement; others could not access work because of shared, limited, or no access to technology or devices.

Our usual, annual Higher Education preparation programme was unable to take place which would have involved visiting lecturers, campus visits, application support and a parent information evening. This has significantly impacted the university application process. Returning in September, we discovered that lots of students are unsure of their next steps because the necessary guidance and preparation around applying to university could not be delivered to the usual standard. This is exacerbated by the fact that a significant minority of our Year 13 cohort would be the first in their family to attend university (47%), as well as the fact that 40% per cent of our pupils speak English as an additional language, which means in very many cases parental support and guidance is limited.

Our regular end of year 12 internal assessments, which normally provide the basis for UCAS predictions, were cancelled. Since returning to school this September, all of Year 13 have sat internal mock examinations designed to replicate the summer exam conditions. All students have had exam leave and sat papers in each subject. All staff have been given guidance about predicted grades. However, disparity of access to resources, space, and support means that some students have been able to revise, and perform, better than others.

It should also be added that since our return to formal, face-to-face schooling at the beginning of September, we have had significant disruption to the regular provision. Whole year groups of students, and near-whole departments of staff, have been self-isolating on and off since mid-September. This has had serious implications of staff workloads due to the abnormally high level of cover required.

We as an academy, continue to have the highest expectations and will do all that we can to support our students into their post-18 setting.