

**BOW COMMUNITY PRIMARY SCHOOL
TEACHING AND LEARNING COMMITTEE - NO.1
Minutes 9 October 2020 - 1.30pm - Virtual Meeting via ZOOM**

Present: Erin Blake (Chair); Anna Fay; Lesley Hodgson (Head); Anita Jellings; Kathryn Tayler; Megan Heath (Clerk)

In Attendance: Bella Westlake

1.1	Apologies
1.2	Minutes of 18.06.20
1.3	Matters Arising
1.4	Elect Chair
1.5	TOR
1.6	SDP
1.7	ASP
1.8	Destinations
1.9	Curriculum
1.10	Behaviour Principles
1.11	Policies 1. Home Learning Policy 2. Marking & Feedback Policy
1.12	SEND Report
1.13	Looked After Children
1.14	Child Protection & Safeguarding Policy
1.15	Policies 1. Intimate Care Policy 2. Safe Touch/Safe Hold Policy
1.16	Parent Survey
1.17	Parents
1.18	Policies 1. Communication Policy
1.19	Governor Tasks
1.20	For FGB
1.21	Communications
1.22	Training
1.23	Next Meeting
AOB	HLTA Interview

MH opened the meeting as chair until new chair is elected.

PROCEDURAL

1.1 No **apologies** received.

1.2 **Minutes** 18.06.20 were agreed as an accurate record.

1.3 **Matters arising** from the minutes of 18.06.20

- See 'Summary of Governor Actions' document.
- Governors queried with MH whether certificates are available from online training. MH explained that she does not think they are, however, if governors could send the attendance confirmations as evidence of attendance, then this should be adequate.
- *Governors questioned whether volunteer readers were allowed into school yet.*
 - LH explained that it is still not practical as they cannot be 2 metres away from the children as they need to sit alongside them in order to see what they are reading.
- *Governors asked how reading was being supported.*

- LH explained that this area needs significant improvement. It is being addressed daily in school but they cannot currently access the technology to do this virtually.
- *Governors asked if parents were being encouraged to help with teaching the catch up.*
 - LH explained that 'yes' children have homework set for reading but some areas are difficult to teach, for example the precision of phonics teaching.

1.4 Elect Chair

- It was agreed to carry on the rotating chair system from last year, as agreed at FGB1.
- EB is to chair this meeting. KT is to chair T&L2. The chair of T&L3 is TBC.

EB takes over as chair of the meeting.

1.5 Terms of Reference (TOR)

- The TOR were agreed at FGB1.
- The bullet points on the first page of the T&L TOR are a clear reminder of the areas of focus for the committee.
- *Governors asked if learning walks were now allowed to take place.*
 - LH explained that they are able to take place, however the topic would need to be carefully considered. The school is running on a reduced curriculum, focusing heavily on reading, writing and maths.
 - A safeguarding learning walk was recommended.

1.6 SDP

- LH has had a virtual meeting with the School Improvement Partner. The main emphasis was for the school to get through the year.
- The SDP has been greatly pared down, in line with the constantly changing advice.
- The summary section of the SDP has not been updated yet. The new additions are from page 20 onwards.
- The revised SDP will be included in governor meeting agendas throughout this year.
- There are concerns around reading. The older pupils are behind with comprehension. The younger pupils are behind with phonics.
- Writing is difficult to monitor at home. Parents are unlikely to know what standard is expected of their child, or the content of SP&G and area to teach.
- Maths has seen least slippage, out of the 3 main areas. Parents are likely to be more confident with maths as the answers are either right or wrong.
- The SDP priorities focus on the mental health and wellbeing of both staff and pupils; these being different depending on the age of the pupil.
- Space has to be allowed for staff to socialise in order to support each other. Without this peer support, the mental health and well-being of staff would decline and then staff would be unable support the pupils adequately.
- There has been an increase in children with showing a lack of confidence.
- Pupils are having regular 'sensory breaks' and 'circle time'. This means there is less wider learning happening, however, this mental health support is important.

- The school is currently writing a 'Virtual Learning Policy'. This will come into effect if a pupil is self-isolating, or in the event of another lockdown.
- A Google Drive platform is currently being prepared for virtual learning.
- The school cannot accommodate more than 2 sets of visitors into school in one day, as bubbles cannot mix circulating round school. (eg. The NHS Flu vaccinations had to go ahead so the School Photos were postponed).
- *Governors asked if the school was hoping that parents would engage more over the course of the year.*
 - LH explained how it is difficult for parents to know how to plug any gaps. The school cannot expect parents to do more than they already have.
 - It is expected that parents support learning, rather than lead.
- *Governors asked AF if she has noticed a general difference in the mental condition of the new reception intake, compared to previous years.*
 - AF explained how it does feel different, the pupils are more immature than previously, but pupils are as happy as they usually would be. Routines are taking longer to learn (eg. lining up), most likely due to not having attended pre-school as usual last year.
 - With regards to COVID, the pupils do not discuss it and are more matter of fact about it when it is mentioned. They do not seem worried.
- *Governors asked if this draft of the SDP has already changed.*
 - LH explained how she has had a meeting with senior teachers, during which they discussed their concerns over the data.
 - They are not planning targets for the whole year, they are constantly monitoring the situation, setting targets for the term and then evaluating as the term progresses in readiness for the next term.
 - Governors noted how it was difficult to create targets as it is difficult to know where we currently are. This needs constant reviewing.
- *Governors questioned what the approach to the first bullet point under Key Priority 4 on page 20 would look like. ('To close the gap for reading and ARE, across the school, but especially the lowest 20%')*
 - LH explained how there will be less focus on foundation subjects and more rehearsal of reading and comprehension instead.
 - Intervention time has been lost due to no assemblies. Coming away from the main timetable will help make up some of this lost time.

ACTION: MH to ensure revised SDP appears regularly on meeting agendas this year.

CURRICULUM AND STANDARDS

1.7 ASP

- There is no ASP due to there being no official assessments last year.
- A COVID pupil data document was circulated prior to the meeting.
- Both reading and writing have fallen.
- The year 4 group stand out. This year group has a high number of SEND pupils and has faced many challenges, discussed at prior meetings.
- Overall, pupils have fallen about a term behind.
- Governors noted how extreme some of the figures appeared, particular Year 6 Reading having fallen from 83% ARE to 22% ARE.

- Remote teaching will miss areas. Especially with pupils likely to be off school at different times.
- A number of pupils are expected to move from amber to green. If this happens, they will know the current plans are effective.
- *Governors asked if having fallen one term behind was manageable.*
 - LH explained that they hope so. There are many pupils that are struggling socially, due to lack of contact with other children during the lockdown. Many of the pupils also have home struggles.
- *Governors asked about the data figures. Why do the highlighted numbers not equal 100.*
 - LH explained that this is because children with additional needs will not achieve age related expectations (ARE).
 - Children are either: meeting ARE; behind ARE; or SEND.
- *Governors asked if the data has moved with the year group, eg. was 'spring year 6' for last year's year 6.*
 - LH explained that the data has moved with the year group. Therefore 'spring year 6' data, was last year's year 5.
- *Governors asked if the school has been able to compare data with other schools relating to the pupils with high level SEND.*
 - LH explained that there are no other schools locally that match our profile so we have not compared levels.
 - This data was a prediction that was not submitted anywhere. Therefore, there is no national data available.
 - There is so much catch-up required that there has been no time to dedicate to sourcing this data.

1.8 Destinations

- There was 17 year 6s that left us last year. 16 went to QE. 1 went to Okehampton College.
- Transitions did not happen as normal. Pupils did not get a chance to visit their new schools. QE did offer some virtual transition sessions.
- *Governors asked if the school thinks that face to face transitions will not happen again this year.*
 - LH explained that it's difficult to tell, but at this point it does not look likely.
- *Governors asked if there is anything we can do to prepare the current year 6s for this eventuality.*
 - LH explained how QE is already offering virtual help for this. Nothing has been received from Okehampton College as we are not in this schools catchment.

1.9 Curriculum

- BW will take on this portfolio when she is fully inducted at FGB2.
- Each governor has a curriculum subject area and a link teacher contact with whom to contact for updates.
- National Curriculum developments have slowed down due to the need for catch-up.
- Staff are still teaching foundation subjects.

- The new RSHE curriculum was due to be launched this month. Linda Williamson is the lead staff member on this. A meeting is due to take place soon, detailing what the plan is (this meeting was recently postponed due to illness).
- RSHE has always been taught every alternate half term. It is never addressed in its own lesson. It underpins all teaching and is addressed through circle times.
- An educational psychologist was utilised during lockdown.

1.10 Behaviour Principles

- Behaviour throughout the school is general very good, with a couple of exceptions.
- *Governors asked if there has been deterioration in behaviour since the closure.*
 - LH explained how there has not really been any deterioration. The pupils in school during the closure got used to the changes, and the others adapted quickly when they returned.
- The behaviour policy has been amended due to repeated incidents involving a specific pupil. This will be proposed at FGB2.

1.11 Policies

1.11.1 Home Learning Policy;

- *Governors asked if this policy is fit for purpose, in line with the schools expectations of parents for home learning.*
 - LH explained how it is not when referred to alone. It has changed due to virtual learning. Some items have been removed from this policy.
 - A Virtual Learning Policy is in development, which will pair up with this one.
- It was noted how the details of these policies match up with the information given to parents at parents evenings and in termly newsletters.
- A parent governor flagged how reading at home can be difficult for some parents, especially when their reading books are not changed regularly at the school.
 - LH explained how a child needs to be exposed to a book 3-4 times in order to develop their reading skills effectively from it. This will need communicating to parents more effectively so they know to read a book more than once.
 - LH will ensure that teachers know to check that reading books are being regularly changed.
 - AF will ensure that all books in KS1 are changed.
 - Both LH and AF thanked the parent governor for bringing this to their attention.
- It was discussed whether the new Virtual Learning Policy would be a partner policy to the Home Learning Policy. It was agreed that it is to be classified as a different policy under COVID.
- Carried forward.

ACTION: 1. MH to add Home Learning Policy to T&L2

2. AF to ensure KS1 reading books have been changed.

1.11.2 Marking & Feedback Policy

- This has been completed.
- Amendments will mean a reduced workload for staff.
- Copy to be circulated around governors.
- Carried forward

ACTION: 1. LH to send updated Marking & Feedback Policy to MH. MH to then circulate.

2. MH to add Marking & Feedback Policy to T&L2

INCLUSION

1.12 SEND Report

- Report from KT circulated prior to the meeting.
- The report was briefly summarised.
- The SENDCo usually writes a SEND Impact Statement this term. However, due to COVID, no targets have been met and there is no official data to refer to, therefore she is not writing one this year. Instead, she will provide a statement later this year.
- *Governors asked if not providing a SEND Impact Statement is acceptable.*
 - LH explained how this situation has never occurred previously. There is no analysis or data to refer to. The audit should be ok with this. SENDCos from other schools are also remitting their Impact Statements.
- *Governors asked if the new EHCP hub will reduce staff workload.*
 - It was explained how it will rationalise workload, rather than reduce.
 - LH explained how there are glitches. If one person does not input a report it does hold things up.
- *Governors asked BW if she has any questions from this evening.*
 - BW queried a few terms used. Governors explained the meanings.

1.13 Looked After Children

- There is one looked after child in the school. This child had mild elements of SEND. There have been Virtual Learning School meetings. This child is doing very well.

1.14 Child Protection & Safeguarding Policy

- This is a model policy that has been personalised to the school.
- This was circulated around all governors and no feedback was received.
- Policy to be recommended to FGB.
 - Proposed by AJ. Seconded by EB. Agreed by ALL.

1.15 Policies

1.15.1 Intimate Care Policy; 1.15.2 Safe Touch/Safe Hold Policy

- There have been no significant changes to these policies.

Proposed by LH. Seconded by AJ. Agreed by ALL.

COMMUNITY AND PARENTS LINKS

1.16 Parent Survey

- The surveys are prepared and are currently being checked by QDP (the company used to process questions and analyse data).
- There are three areas covered in the surveys: school and ethos; wellbeing; teaching and learning.
- These will be sent out virtually after half term.

1.17 Parents

- EB met with the FOBS chair.
- The FOBS AGM has been postponed until after Christmas.
 - It was queried whether they are allowed. It is believed that there is a 6 month window in which to carry out the AGM.
- LH stated how FOBS are being proactive with regards to fundraising. There is a planned Halloween trail around the village and some virtual events being planned.
- There are tensions between FOBS members, as some believe fundraising should be paused due to COVID.
- FOBS would like specific items to fundraise for. Suggestions from governors included the floor under the metal climbing frame and the resurfacing of the caged area.
- There are concerns over the FOBS Facebook group. It is a closed group, meaning new members need to request to join. FOBS members do not know all of the new parents names and do not know who has a connection to the school. It is believed that some members of the group may have no connection to the school, and this is raising safeguarding concerns, as people use the group to discuss school drop-off and pick-up times.
 - Governors decided that this matter would be taken to RES1 and discussed with TN, as the lead e-safety governor.
- FOBS have raised concerns about none of the members being first aid trained and whether this is a requirement at FOBS events, like School Discos.
 - KS2 children do not need to have a parent in attendance at school discos. If there was an incident it would be FOBS' responsibility, not the schools. No staff are present at these events.
 - FOBS should carry out risk assessments prior to these events and first aid should be an item covered.

ACTION: MH to ensure that the FOBS Facebook concern is taken to RES1.

1.18 Policies

1.18.1 Communication Policy

- Amendments have been made and are listed at the end of the policy.

Proposed by AJ. Seconded by EB. Agreed by ALL.

ACTION: 1. LH to send up to date version to MH

2. MH to update policy cycle to show LH as lead on this policy.

GOVERNANCE

1.19 Governor Tasks

- AJ sent an email with an explanation around the focus of this terms learning walks.
- LH suggested ideas for learning walk subjects
 - To observe teaching and learning
 - Talking to teachers about tricky areas and sticking points.
 - Talk to pupils about their learning and wellbeing.
- KT - to carry out a safeguarding learning walk.
- EB - to talk to pupils about learning and wellbeing.
- AJ - curriculum learning walk around RSHE.

- EB invited BW to accompany her on her learning walk so BW can see the school and observe a learning walk.
- The parent governor explained how parents are missing the fortnightly open mornings and feel like there's not enough communication about what is happening within school.
 - Class ZOOM meetings are a possibility.
 - A weekly update from each class in the Bow Times would be appreciated - the updates that have been added so far have been received well.
 - Class teachers could do something via their email pages.
 - LH will discuss these possibilities with the teachers.

1.20 For FGB

- Safeguarding Policy
- COVID data and the percentage of the fallen

ACTION: MH to send COVID data to Resources Committee.

1.21 Communications

- Bow and Arrow - a piece about how school is operating.

1.22 Training

- EB has attended 3 webinars:
 - Governance Update
 - Developing Your Governing Skills
 - Leadership of the Governing Board
- MH has attended the Clerks Update webinar.
- LH has attended a virtual Level 3 Safeguarding Refresher.

ACTION: MH to give BW details of the Induction for New Governors training.

1.23 **Date of the next meeting** is 05.02.21 at 1.30pm.

AOB HLTA Interview

- AJ is no longer available to shortlist. KT volunteered to take her place.
- EB is available to interview.