

## THE GOVERNING BODY OF HOWARD PARK COMMUNITY SCHOOL

### Standards and Effectiveness Committee

Minutes of the meeting of the Standards and Effectiveness Committee held *remotely* at 5:00 pm on Tuesday, 13 October 2020.

#### PRESENT

Mrs J Galloway, Mr J Pickles (Head Teacher), Mrs V Edmonson

#### In Attendance

Diane Horton (Minute Clerk)

#### 1. ELECTION OF CHAIR

**RESOLVED:** That this item be deferred until the next meeting.

Mr Pickles took the role of Chair for this meeting.

#### 2. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

Apologies for absence were received from Mrs M Peace (consent).

There were no declarations of interest.

#### 3. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS

There were no items notified to be brought up under any other business.

#### 4. MINUTES OF THE MEETING HELD ON 20 JANUARY 2020

**RESOLVED:** That the Minutes of the meeting held on 20 January 2020 be approved by the Chair and signed at a future meeting.

#### 5. MATTERS ARISING

There were no matters arising.

#### 6. SAFEGUARDING

The Head Teacher gave a verbal report highlighting the following:

- There were no new safeguarding concerns in terms of new families.
- A new child in reception had a Child Protection Plan. This had been difficult because the child had been in isolation twice
- Responsibility for safeguarding would be changing. Mrs J Galloway and Mrs V Farrell would be trained to deal with incidents to join the Deputy and Head Teacher in School with responsibility for safeguarding. There would be regular meetings and sharing of workload.
- New information had been received on policy changes.

## 7. UPDATE ON PUPILS RETURNING TO SCHOOL

The Head teacher reported that pupils had settled in well and adapted to the new procedures. There was some concern for staff at the moment as they were spending more time looking after pupil wellbeing and this was an increase on their workload. Creating home learning material was also time consuming, there was no easy solution to this.

Mrs Galloway added that staff had thought about creating a questionnaire designed to pinpoint any issues for concern. Governors felt the School could do something specific to investigate issues. It was important for staff to be in good health as this impacted on the children.

It was noted that the Head Teacher welcomed staff coming to talk to him about their concerns before these became serious issues. Mrs Galloway added that mental health was a real concern in the School.

## 8. HOME LEARNING PLANS AND PROVISION

Home learning was becoming more important in Schools. It was now the legal responsibility of employers and therefore of Governors. Home Learning would be considered at the next full Governing Body meeting.

The School had comprehensive plans in place for home learning. Every class had 14 days of work available, covering English and Maths on a daily basis and topic work such as art and science. The work would be printed off as needed and packs would be hand delivered to pupils.

Other home learning plans in place included:

- Access to spare laptops for pupils.
- Every child having a Howard Park email address.
- Whole classes to log on to Microsoft Teams at 9:30 am for the teacher to outline tasks using videos to explain the work.
- The teacher being contactable by email during the day and responding by email/phone or Microsoft Teams.
- In the afternoon each child would be assigned to a smaller group of about six to go through work.

**Q: Has this gone down well?**

**A:** We have asked for feedback. The general consensus is that parents want paper copies, access to teachers plus some online material – mainly what we are providing. It is difficult to know what the issues will be until we actually do it.

**Q: When doing a subject like art, what does it actually look like?**

**A:** It varies depending on the teacher. One teacher sent them to work outside to do some PE activities.

It was noted that outdoor physical activities were important for children's mental wellbeing and these could be included in the home learning pack. Mrs Galloway would put something together to provide mental wellbeing activities.

If a teacher became ill and was unable to work during home learning, the work would be covered by the Head Teacher and Deputy Head Teacher.

The School was also providing work for situations where a small group of individuals were at home. Staff would identify subject topics and provide links to worksheets that pupils could access at home, for example using 'White Rose Maths'. This would require less teacher interaction.

**Q: Is there an opportunity for teachers to have some interaction online?**

**A:** Yes. Teachers do phone pupils at home for a chat. They don't want them to feel isolated.

A Governor commented that it all sounded exhausting.

The Head Teacher continued to explain that it was important to keep the learning going but if parents would not help pupils to access it, there was not a lot the School could do. A take-up of 50-60% was expected. Families who had not engaged so far had been phoned to try and explore how we could help them engage.

**Q: Do they need a valid reason for not engaging?**

**A:** We are trying to ask for that. But if they choose not to dial in or do the work then there's nothing we can do.

There was a real concern that lack of engagement in education could lead to attendance issues and future social problems with pupils not wanting to be at School.

#### 9. CATCH-UP FUNDING, INITIAL PLANS

The School would receive £16,800 catch-up funding from the Government. The specific way of spending had not been decided yet and would be raised at the Governing Body meeting. The School would have to evidence how it was used; one idea was the National Tutoring Programme which delivered individual or small group tuition for pupils who were behind.

**Q: When will the tutoring take place?**

**A:** Probably after school, via Microsoft Teams.

Another consideration was to use the Deputy Head Teacher for catch-up and pay someone to cover their class.

#### 10. CURRICULUM DEVELOPMENTS – READING, PSHE

The School had carried out some work with reading and had purchased a reading assessment scheme. This supported KS2 pupils who were not fluent readers yet. Support staff felt happier with the systems and tasks that were set.

**Q: How have the parent workshops gone?**

**A:** They were good for the few people who attended.

It was noted that reading ability was important for other areas of learning.

PSHE was considered to be immensely important. From September this year relationships and sex education would be compulsory for pupils. The LA had produced a policy which the school will adopt. This item would be discussed further at the next meeting.

11. TARGET SETTING

This would be in place after half term. The focus at the moment was on the pupils returning to School.

12. ANY OTHER BUSINESS

There were no items to discuss.

13. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

**RESOLVED:** That the dates for future meetings be set at the full Governing Body meeting.

**RESOLVED:** That Agenda items 8,9,10 and 11 would be on the agenda at the next meeting.

14. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

**RESOLVED:** That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.