



Minutes of the Christ Church (Brondesbury) Church of England Primary School
Teaching and Learning Committee Meeting on Tuesday 16 June 2020 at 5pm

Attendees

Name	Initials	Attendance 12/06/19	Attendance 06/11/19	Attendance 26/02/20	Attendance 16/06/20
Governors					
James Kelly (head teacher)	HT	Present	Present	Present	Present
Alison Schulte	AS	Present	Present	Present	Present
Karen Moran	KM	Present	No	Present	Present
Fiona Dwinger	FD	Present	Present	Present	Present
Naomi Moore	NM	Not in post	Not in post	Present	Present
Elected staff					
Matthew Booker (from Sept 2019)	MB	N/A	Apologies	Present	Apologies
Associate					
Mother Christine	MC	Present	Part of meeting	Apologies	Present
Lotis Bautista	LB	Not on Cttee	Present	No	Present
Observer/adviser(s)					
Preeya Patel, DHT	PP	Present	Maternity Leave	Maternity Leave	Maternity Leave
Lauren Sutherland – interim DHT	LS	N/A	Part of meeting	Present	Present
Clerk					
Lynda Rees	Clerk	Present	Present	Present	Present

Part one - public

Item	Who	When
<p>1. Welcome, Opening Prayer and Apologies for Absence</p> <p>The Committee Chair (FD) welcomed everyone to the meeting via the remote access (zoom) and the opening prayer was conducted by MC. Apologies were given by Matthew Booker which were accepted by the committee.</p>		
<p>2. Declarations of Interest (relevant to items on this agenda)</p> <p>There were no declarations of interest for any items on this agenda.</p> <p>AS informed governors of her appointment as a governor to St Cuthbert's and St Matthias Primary School (appointment date 17/10/18).</p>		
<p>3. Minutes of the previous meeting held on 26 February 2020</p> <p>The minutes were reviewed, and governors agreed they were an accurate reflection of the meeting's discussions and decisions taken. These minutes will be signed by the Chair when the schools re open once the coronavirus lockdown is removed.</p>		
<p>4. Head teacher's Briefing Report</p> <p>FD thanked HT and LS for all the documents that have been prepared for this meeting and appreciates that there is a lot of information for governors to read.</p>		



HT briefly outlined - the headline areas of his briefing report as the documents had been sent to all governors one week prior to the meeting and had previously asked governors to send their questions and comments in advance of the meeting.

a) Update on Home Learning for Years 2,3,4 and 5

- The home learning pupils are receiving the same offer as the other 4 year groups that are now back at school
- The work is uploaded on the school website each day which covers English, Maths and one other subject but for EYFS classes will have a phonics lesson uploaded
- As teachers are now in school – the online provision does not include a recording for the destination reader, but pupils will be able to access a standard lesson using the Oak National Academy (for English) and one foundation subject or White Rose Hub (for Maths).
- The biggest change has been that the teachers are no longer recording their own lessons, although the Year 2 teacher carried on this facility until she commenced her maternity leave recently
- As the teachers are now in school teaching the bubbles – the tracking of the home learning system is being done by SLT and the TA's – with each member of staff having one year group mailbox to monitor each week.

NM arrived at the meeting at 5.15pm.

b) Update on Year Groups returned from 1 June 2020 (including KW and vulnerable groups previously in school)

- 1st June was an inset day for staff with Nursery, Reception, Year 1, and Year 6 pupils returning to school from 2nd June, including Key worker pupils and vulnerable pupils.
- For the first week (commencing 2nd June) there were less than 30 pupils attending school for all these groups, last week 38 pupils attended and this week 42 pupils are attending.
- For Year 6 there are 2 bubbles – with 10 pupils in one (with the Year 6 teacher) and 5 pupils in the 2nd bubble (with the Year 5 teacher)
- For Year 1, there are 6 pupils, Reception has 4 pupils and Nursery has 7 pupils which is a positive start for pupils returning to school
- The school had prepared as best they could for any potential anxieties the pupils may have had – but the pupils returned very well and were excited to be back in school
- The pupils quickly got to understand the working of the bubble system and the only teething problem encountered was to extend the lunchtime sessions for 5/10 minutes for the younger pupils
- The bubble system has gone well with no problems as yet
- For the remote learning, the HT uploads daily lessons through the week which is the best option the school can currently provide under the circumstances
- The feedback from pupils and staff has been positive – with pupils quickly adapting to the system of learning and sitting separately in their bubbles



- The pupils are also accessing their computer lessons remotely by vidyard and Brent Music Service are also providing music lessons by zoom which are shown within the bubbles to allow pupils to interact remotely
- Teachers are planning as if the whole class are able to access the lessons and to help make them more varied for the pupils doing the home learning
- The school is also providing PE lessons within school – which includes distanced PE activities within the cage

A governor asked whether it is possible to gauge the impact on the Year 6 pupils progress with them being at home over the last 3 months – LS explained that it is

hard to specifically identify how much the year 6 pupils' progress has been affected – but it is more apparent with the younger age groups – for example the Year 1 teacher has seen some pupils slip backwards.

LS added that it is a mixed picture - the Reception teacher has noticed a few pupils are more mature and are calmer – as they are not surrounded by so many pupils in the class setting.

A governor asked whether there is a concern for those pupils who have not returned for the 4 year groups – LS explained that the school will need to look at the curriculum structure for next year – and will need to look at possibly Year 1 mirroring EYFS and Year 2 mirroring Year 1 to work on the concerns with fine and gross motor skills and phonics and early maths provision – to identify concerns and adjust the provision to facilitate these concerns.

HT added that the school was looking at the provision of linking Year 1 with the Early Years practices prior to lockdown. The Year 1 and Year 2 pupils would have taken the phonics test last week – and have missed a term – so will need to look at the curriculum and put in catch up provision where needed.

c) Staff/pupil attendance

- There have been 42 pupils attending school this week
- Most of the staff have returned – with 2 staff currently shielding – 1 being the site manager and 1 being an SMSA
- 2 other staff had been shielding due to their families – but one has returned this week, and another is working from home – this person is on a fixed contract that will finish in the next 2 weeks
- The school has a long term teacher to cover Year 5 and she is currently teaching one of the Year 6 bubbles.

d) Safeguarding update – review of policy addendum

A governor asked how staff were coping since the return to school and if their wellbeing was being checked by the school – HT stated that teachers returned and seem quite positive – but SLT remind all staff on a regular basis to let HT/LS know if they feel it is too much at any point during this unprecedented time.

HT added that the school day finishes early on Fridays and staff are encouraged to leave as soon as the pupils have left.

LS added that the school encourages staff to work flexibly – for example key worker and vulnerable pupils come into school by 9.50am and staff are encouraged not to come in too early and leave the school premises once the bubbles have gone home.



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HT stated that governors had sent through some questions on this addendum;

A governor asked whether there is a named person from the LA for the Local Authority Designated Officer (LADO) – as it is currently not included on page 2 of this document – HT is aware that the postholder has now left – but will follow this up with the LA. **Action HT**

HT

HT stated that he has amended the wording for Section 4 – DSL and deputy arrangements – and who will be available during the day during term time.

HT added that there will always be a DSL person on the school site – he also has the school mobile with him which is left on at all times.

A governor asked about the mental health first aid contact – HT has updated the policy to add the Inclusion Lead – who has done the mental health first aid training course where any concerns will be referred to her in the first instance.

HT added that the SENCO is not a trained counsellor but will sign post people towards finding the support and will be the link for SLT for staff and pupils.

A governor asked whether parents are given reminders about safeguarding and who to contact during this time when the school is not fully open for all pupils.

HT explained that the parents are reminded about the safeguarding information on the school website and the information is displayed around school for pupils in school.

A governor asked if there are any online/texts or peer to peer alleged abuse via social media whilst pupils are learning from home – HT explained that the IT teacher gave a refresher session on e-safety prior to lockdown and he has been refreshing the guidelines on the website.

LB arrived at the meeting at 5.35pm

A governor asked if the school is aware of any reports of any concerns from pupils through social media conversations/texts etc – HT outlined an incident that led to a pupil being upset through an inappropriate WhatsApp message from a Year 6 pupil – he spoke to the child's mother to stress the importance of being aware of what her child was doing online/by phone. He also sent a message to all Year 6 parents to remind them to be aware of what their children are posting online and how some messages could be upsetting during the current situation.

A governor asked about food poverty and the potential safeguarding concerns if the food voucher scheme is not extended over the summer break – HT stated that he has been arranging for the food vouchers to be sent out 3 weeks in advance and most FSM parents receive their vouchers via their phones. For pupils who need a paper copy – the vouchers are given by hand.

HT will arrange for pupils to have their vouchers in advance of the 6 week holiday period.



MC spoke about the food kitchen in the Kilburn/Salusbury area that will be operating until the end of August – she will provide the details to HT so he can signpost what is available to parents and will include in the news bulletin.

Action MC/HT

**MC/
HT**

Governors thanked HT/LS on the tremendous work they had done on the policies at this time – and the implementation of the reopening of the school which has been very thorough and seems to be working well.

Governors approved the Safeguarding and CP addendum presented to this meeting.

Governors were encouraged to hear the re-opening has made a positive start and may encourage other parents to send their pupils for the 4 year groups.

HT added that staff are encouraging parents to bring their children back to school via the regular phone conversations – and one teacher had sung a song to their pupils and did a video to show the fun time that pupils were having in school.

e) Curriculum plans from September 2020

LS spoke to governors about the documents she had circulated to outline the curriculum plans that are being prepared for the new academic year.

- The curriculum plans are based on the school vision – excellence and core values threads run through these plans
- The selection of documents for the History and Geography (topic) circulated to governors are sample documents and an example of work that a pupil had studied
- The samples are from Reach Out Education organisation – whose principles are knowledge rich curriculum which is carefully sequenced to best develop the long-term memory for students
- These curriculum activities for History and Geography will also help pupils embed the principles in other areas of the curriculum for long-term memory techniques
- The use of knowledge planners will help pupils to re-cap on the knowledge they have learnt

A governor asked whether the school can also incorporate world history together with black history into the curriculum – LS explained that the History curriculum is very diverse – which will include medieval/ classics/ middle East/ Civil Rights but will look again at the full content to see if more work needs to be done and will look to see if the LDBS are incorporating any changes in light of BLM.

A governor stated that our RE is a global religion and gives the opportunities to show the full diversity in each religion in the world and how the world sees Christianity.

LS added that opportunities to show the Reach Out curriculum activities to parents will be put in place so that parents can help pupils learn at home to develop their



long term memory. This will include using a type of flash card resource that will enable pupils to practice and be tested at home by parents. This will also give parents the opportunity to engage in their child's learning and support their child in their development.

A governor stated that the sample resources are very interesting, and a lot of positive research has been undertaken for long-term memory techniques for learning.

A governor asked whether there was any feedback from the Year 6 WW2 essay, and it was fascinating to see the historical analysis in their essay – LS stated that the essay was done in class prior to lockdown when the system was being trialled by the teacher.

LS added that the general consensus was that pupils responded well and felt they learnt a lot more and knew more about the subject. The work booklets – constantly remind and reinforce the facts and how the facts link to an event and the impact of these events.

f) SIAMS/Curriculum update

HT stated that he and LS met with Mark Newton prior to lockdown and set out the milestones to work on for the SIAMS framework but the school is unable to implement these plans in the current situation.

HT has spoken to Mark Newton and it has been agreed that the plans can be put in place for the SIAMS curriculum in the Autumn Term and can then roll out the evidence in the SIAMS SEF ready for the Spring Term.

g) RSE Curriculum and Policy Consultation outline

HT stated that he has been unable to do the parents consultation under the normal method due to the lockdown but is planning to conduct the consultation process remotely with parents.

HT added that the DfE have delayed introducing the new RSE curriculum until the start of Summer term 2021. The expectation is for September for the school, but we can wait until the summer term to implement the changes, which works out well for the school.

HT showed governors the PowerPoint presentation that he has prepared and that he will share with parents which outlined some of the key points to note;

- The school are using the jigsaw programme which staff have reviewed and are happy with the content
- Life cycles will be within the science environment and the guidance will teach the children about this – for example how babies are made
- The parents can withdraw their child from anything that is not statutory – but if they do want to withdraw their child – they will need to complete a standard form to state the reasons why
- The school will only be teaching the statutory elements of the RSE curriculum for primary pupils



	<ul style="list-style-type: none"> • The RSE curriculum will cover the statutory and moral responsibilities as per the DfE guidelines to ensure that the pupils are prepared for the changes in their body • It is important that parents understand why the scientific terms are used to describe body parts – to ensure that pupils are ultimately kept safe – a legal case has highlighted incidents where pupils were not aware of the scientific names under a recent safeguarding case. • How the science curriculum links into SRE will be explained to parents • An outline of what the school will teach and will not teach will be summarised in the PowerPoint presentation to parents • HT gave a sample of RSE lesson plans for Year 5 and Year 6 pupils and will walk through the lessons with parents to show how they link to mindfulness and calming practices for the pupils and how the pupils can reflect on what they have learnt at the end of the lesson <p>HT agreed to prepare the video to accompany the PowerPoint presentation for parents and will send to governors prior to sending to parents. Action HT</p> <p>Once the consultation video/PowerPoint presentation is ready to share with parents – HT will text each family to explain the consultation documents/video is on the school’s website and the vidyard app. He will also create an email address for parents to submit their comments as part of the consultation process.</p> <p>HT stated that the consultation will take place over the 6 weeks summer holidays and will share the feedback from the consultation with parents in September.</p> <p>Governors commented that the PowerPoint presentation is very clear but asked how HT will sign post parents so that they are aware of the consultation process.</p> <p>HT will look at different options for obtaining the feedback in as many ways as is possible to get a fair representation from parents for this consultation process.</p> <p>Governors agreed that the RSE policy can be reviewed/approved at the September GB meeting following the outcomes from the consultation process. HT will bring the updated RSE policy and consultation outcomes to the GB meeting in September 2020. Action HT</p>	HT	
5.	<p>Policy Review/Approval</p> <p>a) PSHE and Citizenship Policy</p> <p>A governor asked about the reference to RSE being included within this policy which seems to overlap with the RSE draft policy.</p> <p>HT agreed to put an introduction about RSE into the PSHE policy and state that the separate RSE policy is looked at for more guidance on RSE. Action HT</p> <p>Further comments from governors were noted as follows;</p> <ul style="list-style-type: none"> • The Christian values should be emphasised and included in the first paragraph 	HT	



- Under the SMSC paragraph – moral development – recognise that all are created in the image of God
- Under the SMSC paragraph – include - experiencing practices of Christian Spirituality

A governor asked about the whole school events and whether the links could be extended to more faith-based projects – an example could be the Bishops Lent Appeal.

HT and LS will look at the charitable events and will match to the school calendar.

A governor asked whether the same sex teacher would deliver the sex education to boys and girls – HT confirmed that the male teacher would give the lesson to the boys and a female teacher to the girls. HT will let parents know in advance when these sessions are due to take place.

Governors approved the above policy and agreed to the changes outlined above.

b) Remote Learning Policy

HT stated that the comments from governors' questions have been highlighted in red.

A governor mentioned that the expectations on staff and students seems quite high – HT stated that the return to school for pupils and staff has gone well and now that pupils are back in school he has changed the content of the remote learning.

LS added that as pupils are now no longer seeing teachers via the online sessions – it is important that the concentration and focus is still being applied by pupils learning from home. She will investigate ways of posting a video each week for a teacher link with home learning pupils.

HT stated that one teacher stated that her pupils had commented that they are missing their friends – so will look at whether Microsoft teams can be used for a class catchup.

A governor asked how many hours a day on average are pupils engaged in home learning and is this in line with the school's expectations – HT explained the online sessions should take approximately 3 hours per day – but are asked to do what is manageable and what they are able to access.

A governor asked whether suggestions for extension work is provided – LS explained that there are more hours on work on the website and pupils can access the additional resources for subjects like PE, Music and Art.

A governor asked whether the guidelines on remote learning was shared with parents in the early days of the school closure and if parents have asked for any support – LS stated that a video had been made for parents on how the home learning system is accessed – which was shown to parents before lockdown. LS added that the staff are also supporting parents through phone calls and providing online technical support with paper home learning packs being made



available for pupils where there is no internet access or access is limited.

A governor commented on the workload of teachers for preparing the work for the bubble and online learning – LS explained that the teachers will focus on the pupils in their bubble and the home learning pupils will be signposted to the activities on the website.

A governor asked about considering the trust bid for the laptops for pupils that may need this equipment – HT will speak to LS and SENCO to make a list of the pupils who would benefit from this bid.

Governors had no further comments/questions and approved the remote learning policy.

c) Spirituality Policy

HT stated that the policy has been updated with governors’ suggestions in the red text as follows;

- The school building and outdoor environment provide appropriate spaces for silence, stillness, and prayer
- That moral development is linked to spiritual development through strategies such as ‘windows, mirrors, and doors’ – this will be discussed with staff through PDM sessions once the policy has been approved.
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training. HT explained that the LDBS has a training session for the development of spirituality in school and this can be accessed online by staff as part of their PDM time.

A governor asked if the definition of spirituality can also link to pupils’ choices and their feelings.

HT asked governors to email him their thoughts on the Quotes outlined in Appendix 1 as to what Spirituality means in Christchurch. **Action Governors**

**All
Govs**

A governor stated that the definition of spirituality within other faiths is so nebulous that it is important to recognise the overlap of different spiritual practices and values in religion and it is not always easily definable.

HT suggested that himself and MC go through the spirituality policy and look at the definitions of spirituality to see which ones best link to Christchurch.

Action HT/MC

**HT/
MC**

A governor asked whether the definitions could align with the vision and values of the school.

HT agreed to bring the updated Spirituality Policy back to the next T&L committee.

Action HT

HT



	<p>d) Statement of Behaviour Principles</p> <p>HT stated that there have been no further changes to this document when it was approved at the T&L committee meeting in June 2019 - Governors approved this document.</p> <p>e) Safeguarding and CP – approval of policy addendum</p> <p>This addendum was approved under Agenda item 4d above.</p>		
<p>6.</p>	<p>Matters Arising from Minutes of 26 February 2020 (non- confidential)</p> <p>The majority of the action points have been addressed within this committee meeting and any outstanding action points were discussed and noted as follows;</p> <p>Item 1 – AS explained to LB that the schedule of meetings for the academic year is circulated to governors in advance. This action point arose due to LB not being able to attend 2 committee meetings this term and therefore Governors did not accept her apologies on this occasion. LB explained that she finds it difficult to attend the meetings due to the long journey and finds it much easier to attend online meetings and occasionally has another meeting to attend immediately after the committee meetings at the school. AS added that it would be helpful if all governors could give their apologies in advance and inform AS/clerk.</p> <p>Item 5b- HT confirmed that parents should sign the reading journal to say that their child has read what had been set by the teacher – which allows parents to keep a dialogue with the class teacher. The parent governor stated that there is little room within the reading journal to comment and asked HT to make this process clear to parents from the new academic year.</p> <p>Item 5b – HT stated that the new SENCO started at the school after Christmas and has made a great impact in the 2 half terms she was in school before the lockdown measures were put in place. HT added that although the SENCO role is not operating in the normal school way due to the phased return to school for only some classes – she is still having a great impact on pupils. HT added that the SENCO has prepared 4 EHCP applications to send to the LA. HT will revisit the action point – for the SENCO to produce a report showing outcomes/impact later in the new academic year. Action HT</p> <p>Item 8 – HT had circulated a report to show the impact of the funding received from the Church Trust for the support project. HT explained that the pupils progress was quite rapid once the agency teacher was in place for this project. The work focussed on maths and writing and targeted pupils that lacked confidence with their writing. It was a great impact with money well spent on the pupils.</p> <p>Item 8 – HT stated that he will bring a report to the T&L at a later date – to show the anonymised case studies for SEND pupils – but cannot do this piece of work whilst pupils are working within the bubble system or home learning. Action HT</p>	<p>HT</p> <p>HT</p>	



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	Item 8 – HT stated that anonymised case studies that governors can review can be brought to a future T&L committee meeting. Action HT	HT	
7.	Date and time of next meeting The dates for the new academic year will be circulated to governors at the GB meeting on 9 July 2020. Staff were thanked for their contribution to the meeting and left the meeting at 7.20pm		
8.	AOB No matters were discussed under this agenda item.		
	The public meeting closed at 7.20pm		
9.	Part Two – Confidential See separate minutes for this agenda item.		

APPROVAL OF MINUTES BY THE CHAIR OF THE TEACHING AND LEARNING COMMITTEE

These minutes are an accurate representation of the Teaching and Learning Committee meeting which took place on Tuesday 16 June 2020 at 5pm by remote access.

Signed..... Date.....

Chair of the Teaching and Learning Committee
Christ Church (Brondesbury) Church of England Primary School