



#### 4a. Whole School Contextual Information / Engagement with remote learning

The number of children who accessed no learning on a given day was as high as one third in some classes ...

- What were the main reasons given by parents for their children's non-engagement?
- How has this impacted on staff workload? (need to make extra calls etc). How were they supported in reaching these families/children?
- Were there any children still without any access to a laptop?
- Roughly what proportion of children were persistently failing to submit work?

It seems like there were higher rates of children not **engaging** in Years 2 and 5 - is there any anecdotal evidence on what might be the reasons for this? And where engagement rates are lower than expected, what mitigation measures have been put in place to improve these?

- Children were called regularly to ensure they were engaging in the learning.
- If a teacher noticed a child not engaging – this was followed up the next day by a call from the TA. After 3 calls from the TA, this was then passed to the SLT.
- **A lot** of work was done by SLT and Admin staff to support parents/children in how to access the work online – see “How-To” videos on the website for example – with lots of “drop-in” sessions and long phone calls giving step-by-step instructions.
- Anyone who said they did not have access to technology was given at least 1 Chromebook – some families received 2 – 1 per child, as per the Government's instructions.
- A few vulnerable children were admitted to the bubbles in the last few weeks in order for them to be supported in learning.
- **Where it looks like low figures in Y2 and Y5 – these are percentages of low numbers – so it is 1-4 children in total**
- **In the week shown – 8/179 children persistently did not return work. This is 4% of children over the week.**
- A couple of families have been given paper learning as they found it too difficult to engage with online learning

#### 4b. Staff attendance and wellbeing

Staff response to reopening? Any concerns?

So far, everyone seems to be on-board.

We have discussed safety/control measures together at PDMs and I have asked everyone to feed back to me anything they feel I may have missed, or anything they feel could be in place to keep the school safer.

Lisa is our Mental-Health First-Aider and has been sharing EP “drop-in” opportunities for staff to call an open helpline. We also have access to the Employee Support helplines.

#### 4c. Safeguarding/Online safety

n/a

#### 4d. SEF and SAP updates

Have we seen changes made to plan in Spring term? (assume first half?)

No – as per my notes... I haven't touched it since last term.

#### 4e. Recovery Curriculum and forward curriculum planning

Catch-up and tutoring programmes:

Will there be any assessment of children in core subjects prior to tutoring being put in place? i.e. to inform the tutors of the gaps in children's learning . How will tutors be informed of what is required and what arrangements will be made for communication with your staff?

Yes.

Next week we have organised baseline assessments to be undertaken in R, W, M in the afternoons – not just sitting doing tests, but working through assessments with the teacher (small groups) in order to build a robust picture of where the children are based on what should have been taught/learned in Autumn & Spring.

NTP tutor will meet remotely with George & Lucy to discuss learning needs and set goals for the first 15 hours.

We will then have access to an online portal which the tutor will fill in after each session, showing how each child engaged and any progress they have made towards the objectives.
Will the groups of 3 be made up according to level/need or mixed ability? What is the thinking behind this?
For the Year 5 & 6 (first round of NTP) groups have been chosen from the middle ability of the class – therefore the children in each group of 3 are of similar attainment. This means they can support each other throughout the programme and their targets can be shared together.
Arrangements for immediate catch-up in phonics, reading, maths in KS1 /EYFS to redress impact of this term's lockdown?
Across the whole school – not just EY/KS1 – we are having a focus on catch-up using various strategies: <ul style="list-style-type: none"> <li>• The Leitner system – good for short/sharp knowledge &amp; facts</li> <li>• Use of more "Do Now" activities – extra throughout the day</li> <li>• Targeted interventions based upon the baseline assessments from 8<sup>th</sup> March</li> <li>• Possible doubling-up of Phonics sessions in EY/KS1</li> <li>• Maths Meetings targeted at gaps in learning (from baseline assessment)</li> </ul>
Is the SLT drawing up a Recovery Plan to cover the remainder of the school year, particularly for disadvantaged children? (Probably to supersede parts of the current SAP). What research /proven practice might the school draw on in planning recovery strategies?
Following on from 1 <sup>st</sup> week(s) back, we will look at forward planning in order to cover the gaps in learning which have been identified. This will be based round the teaching strategies proposed above, the use of the NTP across the school, close assessment & monitoring of teaching & learning (planning, teaching, learning) and with wider activities, such as community building through developing & use of the school site.
What is the school's view of the government's summer school proposals?
So far, this has only been put forward for the Year 6 transition group and for secondary schools. For Primary School children, there is the proposal to have holiday-time activities, which will give some social aspect and some food to the children (as a replacement for the voucher system). Schools have been asked if they are not hosting this themselves to consider allowing others to use their premises. Personally, I think if we can do this, it needs to be hosted by an outside company/organisation via the LA – the staff will definitely need a long break. It would be unfair to ask them to host over the holidays.
4f. SIAMS /Curriculum update
n/a
4g. Risk Assessment and reopening plans
Will we reintroduce Breakfast and After-School clubs after school opening as we worked hard to introduce these and they support working parents?
Not straight away, but we will look at this moving forward. We need to think of <b>how</b> to run these clubs whilst keeping the children separate (and therefore keeping the integrity of the bubble system). Previously there were not enough children to run separate clubs on separate evenings or separate clubs on the same evenings... Ideas would be greatly appreciated – I am asking colleague Heads in various schools how they plan to manage this.
The <b>risk assessment</b> makes reference to "bubbles" - now that all students are expected to go back to school (unless they are extremely vulnerable or are self-isolating), how does the school define bubbles - is it at the classroom level?
Yes – bubbles are Classroom-level. Each class has its own entry/exit time and their own lunch and exercise times. We will strive as much as possible to keep the bubbles separate.
Schools should also publish details of how they intend to spend the <b>COVID-19 catch-up premium</b> . Has this information been uploaded to the Christchurch website?
Currently being worked on. Largely the money will be spent on the NTP – but we will also have a sum left over, which we are discussing the best way forward to use. This was discussed at F&R (or FGB)

How will the <b>well-being</b> of students be monitored as they return to school on the 8th? Are there any concerns about any particular groups e.g SEND?
PSHE lessons from day 1 from Jigsaw – normally we have 1x per week – but over the first 3.5 weeks we will cover a full unit, encouraging the social skills which are inherent in the JIGSAW approach. LF is also attending training for a Wellbeing Initiative, which should help identify and support people in school. JK is contacting the bereavement services now that children are back in school – we will organise some counselling for AK and have something on standby for Year 3 & 4 (in particular) in case this needs to be addressed more fully. Daily Mile will be in place for children to have regular fresh air and exercise. The biggest support will be the family/friendly/supportive atmosphere we try to build daily.
<b>5. Reports from EYFS/Maths</b>
How can greater parental engagement be secured from parents where the problems mentioned by EYFS team have posed barriers?
Perhaps through parent briefing sessions – teaching them how to access the Tapestry system and supporting them to add assessment/example pieces in order to assist the EYFS team. <b>Long term</b> – perhaps we can look at some language classes and help-points etc. for parents as they arrive – but this will require careful planning and resourcing.
How will EYFS planning meetings be focused following lockdown? What support will SLT be able to provide for the team?
See the answer above – focus will be on the basic skills – the Prime Areas – being taught through as broad a curriculum as possible
Has the Maths mastery programme helped to support standards while pupils have been at home? Has this been assessed?
We have been teaching maths following MM in the way we adapt it in our “normal” practice. Obviously it hasn't been as successful as it would be when teaching face to face, but children have been making some progress.
What classroom provision will be made to ensure those expected to exceed expected level are able to reach their targets and that all make good progress in the coming months?
As above
<b>Policies</b>
<b>Behaviour for Learning Policy:</b> vision and going for gold with faith has been added twice; in some of the paragraphs in the policies, "going for gold is not followed by a noun e.g. This is echoed in our Bible passage as we excel in our knowledge and in our Going for GOLD with faith vision or statement ...
Sorted, thank you. Also – updated Going for GOLD tables inserted.
Is it correct that we are looking at the <b>Equal / Equal Opportunities Policy</b> during the T&L? I did not see it on the agenda or in the TOR for this committee.
Yes – it is in the policy tracker for this term for T&L committee. Do we need to alter TOR to reflect this?
In vision, remove brackets from “and your neighbour”
Done, thank you
<b>SEND Policy:</b> please update reference to latest version KCSiE (p.3)
Done, thank you
<b>Attendance</b>
Bp 1: could “first thing” be replaced by a specific time for clarity? Bp 2: Sickness absence Probably need a Covid clause!
COVID-clause – ref to Safeguarding & CP addendum <b>Bullet points... which ones?</b>
Does the <b>attendance policy</b> perhaps need to reference the Safeguarding and CP - Covid-19 addendum and risk assessment? (i.e. in a section of "links with other policies")?
Done, thank you

**Punctuality:** Policy could stress the **importance** of punctuality more – good punctuality ensures a purposeful start to the day; class is not disturbed by people coming late; children don't miss out on the introduction to the lesson; crucial life skill!

How is good punctuality rewarded?

Monitoring of lates? Follow up?

The importance of punctuality is mentioned in Pax & Fish.

We don't reward good punctuality – it is an expectation.

Lates are recorded in the Late Book each day. After a certain amount this then results in a letter (EWO provided us with template) showing how much schooling is lost through persistent lateness.

If it still persists, the parents meet with HT to discuss strategies for getting to school on time, then later with EWO.

**Remote learning** : agree with Fiona's points .

All has been updated

**Other questions**

I wanted to check whether you had had the opportunity to review the **T&L minutes** from the meeting held on 17 November and share any revisions with Lynda? One action point under 6h, was to give an update on the "**courageous advocacy project**"? - I forgot to ask about this when we had our call to discuss the agenda - is this something you would like to mention on Tuesday

Briefly – We are submitting a bid with John Keble school for some money to help us re-purpose the wilderness area and the

**The Admissions document** for Nursery were sent out with papers – can't find on agenda though.

**Suggestion** – Mo C, James and I look at these after Christian Ethos Comm. on 15<sup>th</sup> and share at FGB . I have some small comments.

This was sent as an AOB – needs to be done sooner rather than later – thought the T&L could mark it off, if possible.