

MEETING OF THE STANDARDS COMMITTEE OF BOLTON IMPACT TRUST

MEETING HELD VIRTUALLY VIA ZOOM ON

FRIDAY 13 NOVEMBER 2020 AT 11.00AM

Present: M Sidebottom (MS) - Chair of the Committee, P Hodgkinson (PH) – Executive Principal and D McKeon (DMc)

In Attendance: R Leonard (Vice-Principal) and E Stoddard (ES) –Clerk to Trust

M SIDEBOTTOM IN THE CHAIR

1. WELCOME AND APOLOGIES FOR ABSENCE

Trustees were welcomed to the virtual meeting. No apologies for absence had been received as all Trustees were present.

2. DECLARATION OF INTEREST

No declarations of pecuniary interest or conflict of interest were made.

3. NOTIFICATION OF ANY OTHER URGENT BUSINESS

There were no items of Any Other Urgent Business reported.

4. MATTERS ARISING FROM THE MINUTES OF THE LAST MEETING

A copy of the minutes of the last meeting held on Friday 12 June 2020 had been circulated with the agenda papers.

Agreed: To approve as a correct record the minutes of the meeting held on Friday 12 June 2020

There were no matters arising, which were not already covered on today's agenda.

5. CURRICULUM DEVELOPMENT

A Curriculum Development Report had been uploaded to the Gateway.

RL reported that the KPI data would usually be presented at this meeting, but as this was not possible it now presented an opportunity to update Trustees on the work undertaken across the Trust on curriculum development.

Trustees were informed that each Academy had reviewed their own strengths, subject specialisms, curriculum breadth and gaps with regards to the curriculum, whilst also considering recommendations from the Ofsted reports. DMc commented that it was clear that a significant amount of work had been undertaken in developing curriculum across the Trust and much focus had been placed on curriculum development with

the introduction of History and Geography. DMc asked if there were any opportunities to teach a language to develop this even further. RL reported that this had already been a topic of discussion and it may be more appropriate to provide a language as an enrichment opportunity rather than a qualification. This would be considered further during the next phase of curriculum development. PH added that discussions had also been held with the Local Authority on how to further advance the Key Stage 3 offer. RL stated that balance was key when designing a curriculum for AP due to the varying needs of pupils. RL advised that Religious Education (RE) had also been discussed and it was felt that it would also be beneficial to weave this into other subjects rather than teach as a stand-alone subject. RL advised that introducing these subjects would in turn create further areas of development i.e. teachers would need to be upskilled in their language and RE knowledge to be able to teach elements of these subjects. DMc stated that a mapping process would assist the Trust in this.

PH reported that there had been an increased focus on SMSC and British Values, both of which could be woven into every subject. DMc stated that he felt the curriculum implementation was very strong throughout the academies and focus now needed to be placed on intent and breadth. Activities such as 'Bake-Offs' could identify skills and talents that may not be identified via more academic subjects.

MS asked if a catch-up curriculum was in place. RL explained that the nature of AP meant that gaps in learning were constantly needing to be identified and narrowed. Academies were used to dealing with pupils who had missed large chunks of learning, so blended learning was not a new process for staff at BIT. MS asked if BIT had received catch-up funding from the Government and, if so, what this would be spent on. RL confirmed that the funding would be received but the exact figures were awaited from the Finance Director as this differed for each academy. Once this had been confirmed decisions would then be made as to the best way forward. PH stated that the Trust had supported pupils who had struggled to access ICT at home and following a visit to the Amazon depot at Logistics North, further equipment had been donated.

MS asked if the Trust was prepared should teacher assessments replace exams in 2021. RL explained that the Trust had introduced more formal assessments last year so now was more prepared should this happen. However, as no confirmation of this had yet been received there was still a focus on exam preparation and planning. PH asked MS and DMc if mainstream schools were doing anything different this year in case exams were cancelled. DMc explained that his school was still planning for exams to take place, but teachers were aware that this could change. If exams went ahead this would present a challenging situation for many schools due to the high numbers of bubble closures in schools throughout the borough. PH stated that some schools in other parts of the country had encountered no bubble closures, so their pupils had not missed any lessons this term. The Government would need to take this into

consideration as this would be extremely unfair for pupils in areas such as the North West that had suffered high COVID levels.

Trustees were directed to the report on Blended / Remote Learning and informed that each Academy had developed a Remote Education Policy to provide consistency in the approach for all pupils. The blended offer for each individual Academy was included in the report. RL stated that Academies were at different stages in the development of the offer; however, a common theme was that blended learning was often a useful tool for behaviour management as many pupils across the Academies tended to struggle with class based learning. The PLC and Youth Challenge Primary were using Microsoft Teams well, other Academies such as Lever Park had struggled more with IT due to network issues. RL advised that although blended learning was working well, this could not be used for every pupil as some were restricted from using IT for safety reasons so work packs would be provided in this instance. MS asked if remote learning was only used for any pupils who were not in school. RL replied that although remote learning had been used as a response to the pandemic, it was also used for pupils with poor attendance and was becoming part and parcel of the curriculum offer. Every pupil would have the opportunity to access learning this way and the PLC now used remote learning for homework tasks. DMc stated that it was clear that everything possible was being done to support pupils but suggested that the Trust investigate Hegarty Maths to further strengthen this subject.

MS stated that he assumed the nature of the pupils in some provisions would determine the levels of engagement with blended / remote learning. RL explained that some pupils had been much more engaged with online learning than class-based learning and levels of anxiety had reduced. DMc stated that it was important to assess the impact of any new ways of working moving forward. RL reported that the role of the Learning Mentor was to be developed to enable them to fully support online learning. Consideration was being given to having break-out rooms online so pupils could continue to access one to one support as they would do in school. RL concluded that if the blended / remote learning offer continued to be successful this could revolutionise the way behaviour was handled on site. Trustees agreed that this was a real opportunity for the Trust to strengthen their curriculum offer.

6. QUALITY OF ASSESSMENT, CURRICULUM, TEACHING & LEARNING

A report on Subject Deep Dives had been uploaded to the Gateway prior to the meeting. All Academies would complete this template for each subject to enable strengths and areas for development to be identified.

RL reported that she had conducted deep dives with Middle Leaders and the process had been observed by the Executive Principal. A review meeting would take place in two weeks to monitor progression and to decide if anything needs changing. In

response to questions RL reported that the process would now be built into each Academy Lead's Performance Management.

DMc suggested that Academy Leads look to use WAGOLL's (What a Good One Looks Like) to make sure the whole team knows what well embedded looks like. PH stated that this was likely to be included in the next stage. DMc commented that he felt the report presented today was an excellent document and the RAG rating was particularly useful; however, the main focus moving forward should be the blue column of 'embedded and sustained'.

7. SUPPORT FOR LEVER PARK

The Board of Trustees, having designated details of the discussion that followed as confidential in accordance with Article 125 of the Articles of Association, this information is excluded from these minutes.

8. ANY OTHER URGENT BUSINESS

There were no items of Any Other Urgent Business.

9. DATES OF NEXT STANDARDS COMMITTEE MEETINGS

Spring Term: Friday 5 March 2021 at 11.00am

Summer Term: Friday 11 June 2021 at 11.00am

10. CONFIDENTIALITY

Agreed: That the following matters discussed at this meeting be designated as confidential in accordance with the Academy's Memorandum and Articles of Association:

Minute Number 7 (Support for Lever Park)

With no further business the meeting closed at 12.00 pm

SUMMATIVE ACTIONS

| Minute Number | Responsible | Action |
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Signed as a correct record: _____

Date:

(Chair of Standards Committee)