****

**MINUTES OF THE AUTUMN TERM CURRICULUM AND STANDARDS COMMITTEE**

**MEETING HELD VIRTUALLY ON 11 NOVEMBER 2020**

PRESENT: Cllr Tafheen Sharif Authority – in the Chair

Mrs Sarah Blake Staff

Mr Arron Leech Co-opted

Ms Jenny Ross Parent

Mrs Deborah Brown Headteacher

IN ATTENDANCE: Mr Nick Whitbread Parent

Mrs Rachel Lees Clerk to the Governing Board

The meeting was held virtually via Microsoft Teams.

**PROCEDURAL**

**1 Welcome and Apologies for Absence**

The Chair thanked governors for their attendance. Mr Wayne Williams, new Co-opted governor, was not at the meeting.

**2 Declaration of Business/Pecuniary/Personal Interest**

No governors had any business or pecuniary interest or conflict of interest.

3 Confirmation of the Minutes of the previous meeting

RESOLVED: To confirm the minutes of the meeting held on 5 February 2020 as a true and

correct record

3.1 Matters Arising

@ 9 – The governor was unable to arrange a meeting with the School Council because of Covid-19 restrictions. She would arrange a meeting once visits to school were permitted. The Headteacher was pleased that school council representatives from Y6 were still meeting virtually across the Partnership. In response to a governor’s question, she explained that, in normal circumstances, a Y6 pupil would represent Reception children but this could not happen because children were in bubbles.

@ 11 – Internet safety

A governor recalled that she had an issue with the firewall in school and that she disagreed with the policy. The Headteacher acknowledged that guidance on internet safety changed frequently as IT changed at a rapid pace. Governors discussed how to protect children or help them to cope with anything undesirable they may see on line and the Staff governor explained that staff used false news, which could appear on the internet as an example of how children could understand that not everything on the internet was true. The Headteacher wanted assemblies to take place on line so that she could connect with the children. A governor commented that, in her view, the number of court proceedings in relation to CSE (child sexual exploitation) had increased significantly during the pandemic. The Headteacher explained how staff taught children within the right context – for example, the language used in Pants are Private was appropriate in science but not in the playground.

**TERMLY MONITORING**

The Headteacher had sent the following reports and policies via secure email on 10 November.

* Carol Thomas’ Summer report 2020
* Behaviour policy with new improvements and updates
* Managing allegations statement
* Attendance Policy
* An example of curriculum overview - Science
* An example of progression document - Reading
* Two examples of curriculum sent to parents - known as Curriculum Trees. (Y6/Y2)

1. **Partnership Development Plan**
2. **School Recovery Curriculum Plan**

The Headteacher referred to the two-year Development Plan and explained that Partnership head teachers would meet virtually to look at what had been achieved. Staff wanted the Headteacher to remind governors that the Development Plan was a working document which would be reviewed and RAG-rated in December or early January 2021.

The School Council would meet on line and head teachers met on line on a regular basis. Hubs had been postponed whilst systems and procedures were established in relation to Covid but would resume in late November. Some connections with children would continue, such as debate club, inter-school quizzes and sports competitions with the Partnership. Y5/6 had taken part in the daily mile; Y3/4 in cross-country with times recorded and sent along with times from other schools. Hot Maths could not take place at Mossley Hollins High School (MHHS) so Mrs Blake was running sessions on Friday mornings with 10 Y6 children, using planning from MHHS.

Bikeability had been rescheduled for Y6 (last year’s Y5) with Y5 to continue in 2021. The Headteacher had received good feedback from the Bikeability team who suggested children were cycle proficient at level 2, perhaps as children’s skills had been developed during lockdown. The Headteacher wanted to look at the positive aspects of the pandemic: lots of children had learned how to cook and garden which were life skills. The swimming curriculum had continued as swimming pools were open for educational purposes. Tameside had sought advice from PHE and Y5 were taking part in swimming lessons. Spanish continued for Y5/6 with the Partnership. Ms Green was the new MFL lead and she had talked to staff about teaching Spanish across school, with Y3 children cooking Spanish food. Spanish displays were seen consistently in classrooms. Mr Stevens from MHHS provided resources for Spanish day with Y3 and Y4 children.

A governor raised the issue of potential contention arising from RSE despite the government’s new guidance and, following discussion with the head teacher, felt confident that Buckton Vale was committed to meeting the needs of diverse families and supporting them sensitively. The Headteacher had consulted with her professional colleagues as she wanted some external guidance. SRE linked with some grief recovery and PERMA work regarding positive psychology.

RESOLVED: To note the updates to the Partnership Development Plan and approve the

School Recovery Curriculum Plan

**6 Outcomes for Children and Learners**

The Headteacher explained that tests had taken place before the half term which had been marked but not analysed. Mrs Blake had received some data but wanted to present the information to governors when staff had time to look at it holistically. In response to the Chair’s questions, the Headteacher explained that there were no tests, assessment or evidence from 20 March onwards (after the first national lockdown). Buckton Vale was fortunate in that tests had taken place before lockdown so school was in a good position but staff needed time to look at last year’s tests and new tests and then to make data comparisons. The Headteacher confirmed that school would continue to follow the same schedule of tests and assessments, so children had been tested in October to see what they had retained over summer. Mrs Blake explained that school had followed NFER advice regarding tests to be used following the pandemic: Y4 did a test for summer of Y3 rather than the autumn test. When staff returned in September, they had used Educater, the new tracking system (demonstrated to governors in November 2019) but that this was no longer serving its purpose and the school assessment leader was looking for a new tracking system. She and Mrs Woodhouse had attended a webinar to consider three different scenarios for the SLT but they did not think that Educater would meet the school’s needs and the SLT preferred SPTO. However, Mrs Oldham enjoyed working with data and would research alternative assessment services which could take the school forward. The Headteacher did not want staff to use Educater to analyse data as she did not want them to repeat the job on a new system.

Curriculum leads had asked staff for their data so that they could look at tutoring for some children, using the Covid catch up funding which was around £13,000 for the autumn term and £10,000 for spring term and could be used for up to 15 hours’ teaching per child. The Headteacher anticipated that 70% of the children were behind and at least 35% were significantly behind. She did not want those children to be removed from class lessons and felt that the tutoring approach was flawed. She would prefer for each classroom to have a TA to support children, using a team teach approach and suggested the funding offered would not cover additional staff. In addition, there were other things school leaders needed to consider spending the funding on. School leaders remained concerned about the mental health of the children. Governors agreed there was a wider issue with children’s mental health.

|  |  |
| --- | --- |
| Q | Will catch-up tutoring be delivered remotely? |
| A | No, tutors are qualified teachers who would come into school to deliver the lessons that we request, such as Y1 phonics. Those tutors would follow Covid guidance but there is an issue with a lack of space in school. Schools were often under pressure to house external meetings and this is already an issue for Buckton Vale. With so many children requiring catch up, there is concern about which children we pick for support and where they go. |
| Q | Can tutor catch-ups be held remotely with parents present to support learning? |
| A | This is a lovely idea but with only £13,000 school will need to prioritise who needs support the most. Those who need support are less likely to have access to IT at home or parents who can use it. Some parents will not support children who need to catch up. |
| A | Some families have other priorities, including putting food on the table. |

Staff had noticed that children were tired and struggling and some were still anxious about the pandemic. The Chair referred to the Ofsted report published on 10 November <https://www.gov.uk/government/news/ofsted-children-hardest-hit-by-covid-19-pandemic-are-regressing-in-basic-skills-and-learning> which looked at the effects of Covid-19 across schools. Child had lost some basic skills and learning; concentration levels had decreased and some were showing signs of mental distress. The Headteacher thought that most children would be at least 22 months behind and, although parents had been working hard to ensure children were learning at home, there was limited understanding about the curriculum and the real need to persistently remind of the basics.

RESOLVED: That the Headteacher will share data at the Governing Board meeting on 8 December

**7 Quality of Teaching, Learning and Assessment**

|  |  |
| --- | --- |
| Q | We acknowledge that teachers are struggling, but is there any staff absence? |
| A | No staff had been absent since the last meeting but there was one member of staff who was extremely clinically vulnerable and therefore was unable to work on site. We are considering supply staff but they would not have the relationship with families which is critical to the role we need. It is a difficult situation. |

Staff had welcomed three students to school; one full-time in Y1; one part time TA student in Y5/6 and one part-time in Y6, a qualified teacher who was doing a ‘pathway return to education’ placement. The teaching staff welcomed their support in classrooms.

The Headteacher and Deputy Headteacher had created a monthly monitoring schedule which had been shared with staff. Teaching and learning was being monitored whilst following Covid guidance.

RESOLVED: That the Headteacher email the monitoring schedule to governors

**8 Effectiveness of Leadership and Management**

The Headteacher had discussed the effectiveness of leadership and management with Mrs Thomas. Governors had no questions regarding Mrs Thomas’ report.

**POLICY REVIEW**

**9 Policy Review**

9.1 Behaviour Policy

The Headteacher would amend the Policy following two amendments requested by a governor.

RESOLVED: To approve the Behaviour Policy

9.2 Attendance Policy

There were no questions regarding the policy.

RESOLVED: To approve the Attendance Policy

9.3 Managing Allegations of Abuse by Staff - Statement

|  |  |
| --- | --- |
| Q | Is there a reason this Statement has been made? |
| A | It is an update, rather than a new statement – one of our standard policies. |
| Q | The second paragraph needs to be changed to show all allegations are taken seriously and thoroughly investigated. |
| A | The Managing Allegations of Abuse Policy needs to be looked at and the aims added to the Statement. |

The Headteacher asked the governor to revise the Statement and to email it to the Chair for his approval. Governors approved the revised Statement in principle. The Policy would be reviewed at the spring term meeting.

RESOLVED: (a) To approve the revised Managing Allegations of Abuse by Staff – Statement

(b) To review the Managing Allegations of Abuse Policy at the spring term

Committee meeting

**ORGANISATION**

**10 Any Other Business**

10.1 Virtual tour of Buckton Vale

In response to the Headteacher’s question, governors confirmed that they had viewed the virtual tour of school and thanked Mr Booth for the significant amount of work he had put into the tour. Staff had worked well together and a governor was thanked for her positive feedback. The Headteacher was pleased that the Chair and Committee Chairs had provided videos. She felt that there were some things which could be improved in the future, such as numbering the videos.

New external phone lines had been installed in school so that staff could contact parents without having to go into the office. A governor asked if they were voice-over IPs which were at no cost as they used the internet. The Headteacher had also had a whole school tannoy installed which she demonstrated.

10.2 Live webinar

At the Covid-19 Oversight Panel meeting on 3 November, the Headteacher had mentioned that she wanted to hold a series of live weekly webinars to connect with parents and children. The webinars would include people involved with Buckton Vale, such as Norry Ashcroft talking about bullying. She had spoken to a head teacher in Blackpool who had experience of webinars and explained to governors that she would need to download software and re-open the Facebook page for live comments.

|  |  |
| --- | --- |
| Q | I am strongly against using social media for live comments. |
| A | Social media can be a wonderful tool if it is used properly. I am confident that we can use it safely as the controls are tighter. We can buy into a company who moderates comments with [the Headteacher] as moderator. The moderator will be a safety net. I want to get new parents interested. |
| Q | Social media is toxic and it would impact on your workload. |
| A | I would prefer to use Zoom Pro as long as I can respond to questions from parents. |
| A | They could be invited via EventBrite so parents would need to register for the event. |
| Q | You could put the information in the school newsletter; parents could register and ask questions in advance so they could be moderated and any live questions could be answered at the end, if time permits. |

Governors briefly discussed GDPR and the Headteacher’s workload, which she would raise at another governor meeting.

RESOLVED: That the Headteacher investigate Zoom Pro and EventBrite for weekly webinars

**11 To note the date of the summer term Committee meeting**

All governors were welcome to attend all meetings.

RESOLVED: Wednesday 10 February 2021 at 5:00 pm

|  |  |
| --- | --- |
| *Meeting details* |  |
| *Time started* | *1700* |
| *Time finished* | *1830* |

***ACTIONS ARISING FOLLOWING THE CURRICULUM AND STANDARDS COMMITTEE MEETING HELD VIRTUALLY ON 11 NOVEMBER 2020***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Min** | **Resp** | **Action** | **Audience** | **Completion Date** |
| 6 | HT | Share data at GB meeting and confirm amount of Covid catch up funding | GB | 8/12/2020 |
| 8 | HT | Email teaching and learning monitoring schedule | GB | Autumn 2 |
| 9.3 | J Ross | Email amended Statement | HT | Autumn 2 |
| 9.3 | HT | Review Managing Allegations of Abuse Policy | CSC | 10/2/2021 |
| 10 | HT | Investigate Zoom Pro/EventBrite | - | Autumn 2 |
| 11 | GB | Note date of spring term meeting | - |  |