



## MINUTES

### GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mr G Cannon (Headteacher, GC), Mr A Fernandes (AF), Mr R Gardiner (RG), Mrs A Martinson (AM), Mrs Catherine Wilcox (CW)

### ALSO IN ATTENDANCE

Mrs J Doyle (A/Head, JD), Mr P Harris (Deputy Head, PH), Mrs S Issatt (A/Head, SI), Mrs A Orley (Clerk), Mrs L Stephenson (A/Head, LS) and Mrs S Young (Director of Education, SY)

Throughout these minutes a question is indicated by Q followed by the initials of the questioner and a comment is marked by C.

### 43 WELCOME AND INTRODUCTIONS

JL welcomed the Governors to the meeting. AO requested that microphones are muted unless presenting or asking a question.

### 44 APOLOGIES

There were no prior apologies to the meeting, but CH and YM did not attend.

**ACTION: AO to request reasons for non-attendance.**

### 45 MINUTES OF THE LAST MEETING (28 January 2020)

**Resolved:** The minutes were agreed as a true and correct record of the meeting and will be signed by the chair, JL.

### 46 MATTERS ARISING

**46a ACTION: PH to meet with CW and AM to discuss the ADP in the Spring term – NOT RESOLVED, unable to complete due to COVID-19**

**46b ACTION: PH to meet with JL and AF to discuss the ADP in the Summer term – NOT RESOLVED, unable to complete due to COVID-19**

**46c ACTION: GC to present the Academy Development Plan at the next meeting – NOT RESOLVED, this is currently not in use in the same way due to COVID-19**

**46d ACTION: All Governors to complete any 2 Learning Link modules. Link Governors to choose one module relevant to their link area – NOT RESOLVED, several Governors yet to complete any further modules**

**46e ACTION: AO to send email guidance to Governors for information - RESOLVED**

**46f ACTION: PH to further review the Curriculum Policy – NOT RESOLVED due to COVID-19**

**46g ACTION: AO to circulate full SSR report to Governors - RESOLVED**

**46h ACTION: AO to circulate more information on the school calendar to Governors with the support of JD to make the events manageable – PARTIALLY RESOLVED, Governors now receiving more frequent updates, but the events calendar is not currently in use due to COVID-19**

#### **47 HEADTEACHER UPDATE TO GOVERNORS**

The Headteacher provided an overview of the preparations and efforts in school to support learners and staff during this unprecedented time:

- There was an element of pre-planning which included ensuring staff could access communications from home, a trial with students and staff uploading more materials onto Doodle in preparation
- The school communicated to parent and carers that the school would operate as a 'pop-up' school for children of key workers, but that following government advice the school should be seen as a place of last resort.
- Ensured a structure for safeguarding was in place using established technology.
- There was a partial closure which required a collapsed timetable prior to the announcement on 18 March due to staff absences through self-isolation
- During the initial phase the primary concern was the welfare and safety of pupils. Pastoral have contacted key people throughout and tutors have been contacting their tutor groups.
- The duty of care extends to staff and the chain of command has been used to ensure calls are being made to staff as well.
- There have been very low numbers of students attending the school – which has remained open every day except weekends. This is due in part to the geography of the area and a lack of available transport.
- As we look forward to a recovery phase we are actively looking at ways to bring more students back into school.
- More guidance has been provided by the DfE today and it changes often based on government advice.
- Behind the scenes, work is continuing as normal.
- We are looking at 145 students joining into Year 7 in September. They have all received virtual induction packs.
- There has been a re-cabling project on-site with new internet and broadband.
- We are working now to ensure the grades are correct.
- There is on-going communication with staff, parents and carers via weekly update letters, Twitter posts and website updates.

*Q (CW): What percentage of students are on Doodle, and is it monitored?*

*PH: All students had access to Doodle prior to the lockdown starting, so we were in a strong position comparative to some schools – there were no issues with providing log-ins or details on how to access. Previously, Doodle had provided data with regards to levels of access, but this has been updated so we have an analytical platform within the software. This is more usable than requesting and waiting for data. The data showed that only 35 students did not log in on the first week. Pastoral have called the parents/carers of these students. Some students have accessed Doodle 300 times a week, but we are expecting the figures to normalise over the coming weeks.*

*Q(CW): Are the calls home still happening?*

*PH: The Head of Departments collect the data and red flag any students who are a concern. Pastoral then collate this information and look for patterns eg is the student not engaging with home learning, are they selecting a subject to work on each week, are they just focussing on what they enjoy for example. There would be a particular concern if work just suddenly stopped. Pastoral*

are then best place to contact home and have a conversation about this. It ensures parents are not receiving numerous calls from all subject leads during an already challenging time.

Q (CW): Are all students logging in to Doddle?

PH: Our average statistics show 60-65% of students are frequently logging in. This is significantly higher than the expected statistics.

Q (CW): Are phone calls only being made to students who have not accessed? I have had conversations with parent/carers who have had no calls at all.

PH: Sometimes there has been an issue with getting through to parent/carers.

SI: All tutors have been asked to call, or inform SLT if there is a reason they cannot do this. Some have been unreachable, but the effort has certainly been there.

JL: If parent/carers have not had been reached by phone, they will have had emails and letters – they will have had some form of communication from the school.

Q (CW): What are the plans for next week, during half term?

GC: The school remains open as previously to support key workers, but if staff are not on the rota to support this, they are being told to ensure they take a break and have time away from emails.

Q (AM): In considering 8<sup>th</sup> June for a return to school, what will this look like?

GC: The DfE have directed that there needs to be face to face time for all year 10 students. WE are currently planning from 8<sup>th</sup> June, but there are a number of factors that may influence this.

SY: When we are planning across TCAT we are discussing a week one plan that has staff return to the workplace without students initially. This will give staff a sense of ownership of the situation and allow them to feel a part of the team again. We are aware of the necessity for staff to feel confident in order to instil this into the students. The second week would be when students would be able to return in some form. The date is not set in stone and a meeting will take place on 28<sup>th</sup> May between scientific advisors and government which will provide further direction.

GC: It is important that staff have the opportunity to see the mitigation in place and whilst we expect low numbers of students initially, we do expect this to rise as confidence is gained.

Q (AM): Do you envisage other year groups returning? There are a lot of factors to consider, such as safeguarding and prioritising the vulnerable.

GC: Yes, that will be a priority for us.

Q (CW): Can you email Governors to keep us updated with how the plans are progressing?

GC: Yes, and I will also send out the plans to you which will likely be published

Q (CW): How many do you expect to return?

GC: At the moment we are collating returns from parents and carers of Year 10 students

SY: The split is generally 60:40 (60 will not send their children back into school), but we have to plan for more.

Q (AF): What is the benefit to being in school to being at home if students will have to be in a pod and therefore not taught by subject teachers?

PH: There are some logistical issues that we are trying to work out and I have considered several options for modules and how this will work in learning pods. It is complex to try and maintain an options curriculum.

SY: It is important to recognise that face to face time is not the same as teaching and learning and curriculum delivery. Getting students in and being able to have a conversation about “what have you been doing” is what is important for those weeks and ensuring staff are aware of the gaps before September. It is also likely there are safeguarding issues we don’t know about that will have developed over those 12 weeks.

## **i Safeguarding our learners on and off the premises – JD**

- There was clear guidance provided by DfE, but we expanded this to include students who are vulnerable for other reasons, including mental health. A spreadsheet was then created with all of these names to ensure regular checks were in place.
- Parents and carers were contacted to provide support if they are key workers or if a student appears on the vulnerable list and LS has been in further contact with the parents/carers of students with ECHPs.

- CPOMs has been utilised throughout this period to maintain an accurate log of communication relating to vulnerable students and any safeguarding concerns. All staff were also updated on procedures to follow as the policy/guidance has not changed, but it ensured they knew how to address concerns whilst working remotely.
- There has been no change to external meetings and we have had 100% attendance at multi-agency meetings, LAC reviews etc.
- A conversation has been had about continuing to hold meetings virtually in the future as the travel time to meetings is costly.
- The strong relationship that Howden School has with external agencies has been very beneficial
- The DfE has updated the Child Protection policy and in turn this provided an addendum to the school policy. This has been circulated and staff have signed to say they have read this. Tony Marsh met virtually with all DSLs to update on this policy.
- All parents and carers entitled to Free School Meal vouchers have been contacted to ensure they have accessed these and have been able to use them.
- Mental health has been a main consideration and moving forward we would like to integrate this into the curriculum. ASCL and CPOMs have provided excellent material and advice.
- When we have the opportunity to see students face to face there will be a necessity to assess students and consider the 5 areas of loss. We are consciously looking for levers we can put in place to build students back up.

*C (GC): JD and SI have led the safeguarding element very well. Keeping the young people safe has been a major concern.*

*C (JL): Well done to them, and thank you.*

## **ii Health and well - being of learners and staff - GC**

- The well-being of staff and learners has been at the forefront throughout and in addition to the measures already mentioned, staff have had access to a counselling service that accepts self-referral.

## **iii Learner education during the crisis - SI**

- All subjects have now uploaded extensive material onto Doodle. The speed for converting some subjects into this format was quicker than for others.
- A weekly cross-curricular challenge has been introduced. One for KS3 and a different one for KS4. These challenges include an element of practical tasks, research and written.
- A newsletter is sent to parents/carers every week which includes resources they can use to support home working.
- There is a conscious effort to celebrate the work of students including on social media, but also contacting home and sending postcards highlighting effort/achievement.
- Staff are responding to comments from parents and looking for additional ways to support if there has been a requirement to do so.
- School is providing paper copies of work to students who do not have a computer or have a computer, but no access to a printer.
- Following feedback from parents that students were feeling overwhelmed by the volume of work, there was a catch-up week put into the agenda.
- Feedback on work is emailed to parents/carers and to students.
- Some students' work is only being assessed on Doodle, but they are being encouraged to keep any hard copy work that hasn't been emailed in to teachers to show when they come back into school.
- Staff have been given support on how to differentiate when working remotely.
- LS has been providing additional support to SEN students.
- On return, the focus will be finding the gaps and misconceptions and addressing these.

*C (GC): We have been guarded against using any software such as Zoom or Teams to speak with students due to safeguarding issues, but we are developing our use of Doddle and remote working. MFL has had excellent feedback on the material produced, so it is the intention for Ms Brownlee to provide guidance and tutorials to staff on how to create interesting and interactive material.*

*Q (AF): There will be some workers who are slower than others, how is this being managed?*

*SI: We have been very careful about providing additional packs of work to any students who require further support or are SEN.*

*LS: The Teaching Assistants are also in touch with key pupils and are assisting in differentiating work for them. I am also contacting ECHP students and supporting parent/carers.*

*Q (AM): Who will be the first students returning to school? Will disadvantaged students be a priority?*

*LS: On return, there will be a plan to target these students.*

*GC: Yes, that will be a priority, but how it looks is dependent on a number of factors.*

*Q (CW): How are staff coping with the level of marking as well as working on predicted grades?*

*PH: We have used a comprehensive step by step guide to the process of predicting grades which has broken it down into steps and stages. For example, week one staff were provided a basic template to start working on and data has been compiled and provided by the admin team. Staff were asked in week 2 to start ranking students and in week 3 we had an internal standardisation where staff had to provide evidenced based reasoning for their decisions. In week 4, next week, SLT will conduct moderation. As a school we had a robust system in place through Health Checks, so in most cases it will be a minor adjustment. This will be completed 3 weeks before submission is required to the exam boards for the centre-awarded grades.*

*SY: Yes, it is important that students are aware the grades are centre-awarded, it is not a personal mark awarded by the teachers, and Governors can re-iterate this in the community.*

#### **iv Plan for return to normality – GC**

- As mentioned, plans are being put in place to commence welcoming more students back into school.
- There is currently a resistance from Unions who are not engaging with policies and the measures being put in place to support staff.
- We are receiving support from TCAT, but we all recognise that the plan has to be individual to each school and their own circumstances, including infrastructure and catchment area.
- Howden school is in a strong position because of the work we do with TCAT and the support they are providing.

#### **07 POLICY UPDATE**

All Governors confirmed they have read the updated Child Protection and Safeguarding Policy COVID - 19 Addendum.

SY made a special thank you to JD for taking the initiative to update the CP and Safeguarding Policy in line with the updated DfE guidance. This was then distributed across TCAT.

#### **48 GOVERNOR TRAINING**

Governors were advised that there is still a requirement to complete 2 modules before the end of this academic year.

**ACTION: AO to email the log of training completed to all Governors**

#### **49 ANY OTHER URGENT BUSINESS**

AM requested a further meeting be added to the calendar before the end of the academic year in order to update Governors on COVID-19 and the plans to invite more students back to school including the plan for September.

**ACTION: GC and JL will set a date for a further meeting before the end of term.**

#### **50 ACTIONS**

**ACTION: AO to request reasons for non-attendance.**

**ACTION: AO to email the log of training completed to all Governors**

**ACTION: GC and JL will set a date for a further meeting before the end of term.**

8.50pm – End of Meeting