



## MINUTES

### GOVERNORS PRESENT

Mrs J Leeman (Chair, JL), Mr G Cannon (Headteacher, GC), Mr M Clarke (MC), Mrs C Hall (CH), Mr A Fernandes (AF), Mr R Gardiner (RG), Mr J Whileblood (JW), Mrs C 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)

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

### 30 WELCOME AND INTRODUCTIONS

JL thanked all the governors for their attendance and welcomed Michael Clarke, a new Trust Appointed Governor.

### 31 APOLOGIES

There were no apologies for the meeting

### 32 DECLARATION OF INTEREST

There were no declarations of interest

### 33 MINUTES OF THE LAST MEETING (20 October 2020)

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

*Q (CW): How did the remote parent/carers' evening go?*

*SI: Year 7s had a welfare call which took place over the telephone. It enabled tutors to introduce themselves and ask if they had any problems*

*LS: The data is late this year due to Mocks being postponed after a year group isolation. Parent and Carer evenings will be arranged for Year 11s in the New Year*

### 34 MATTERS ARISING FROM THE MINUTES

- AO to obtain reasons for non-attendance from CH (Minute 15) **Resolved:** CH had a conversation with Gilly Stafford, Clerk to the Trust Board and confirmed she had been unable to attend but had completed all forms to be back up to date
- Governors to return the pecuniary interest and data collection forms to AO ASAP (Minute 19) **Resolved:** These are now received for all Governors
- Governors to complete 2 modules on the NGA Learning Link (Minute 25) **Not resolved:** Governors are still required to complete 2 modules
- AO to ensure JW and Michael Clarke have an account set up on NGA Learning Link and GDPR Sentry (Minute 25)

- AO to email LGB and confirm a revised start time of 5.30pm (Minute 28). **Resolved:** Governors all confirmed 5.30pm is the most suitable time

**ACTION:** Governors to complete 2 Learning Link Modules this year: one of which must be “Safeguarding: The Governor’s Role”

**ACTION:** AO to confirm accounts set up for JW and MC

### 35 PRESENTATION ON BLENDED LEARNING – Mrs Issatt

#### 1. Staff Training

- A key focus of CPD has been blended learning and specifically the use of Microsoft Teams.
- Summer Term – SI was involved in TCAT Blended Learning training to support rolling out the training to the teaching staff.
- Autumn Term – training documents produced in school and shared with staff, the number of departmental meetings were increased to allow staff time to develop a Blended Learning programme in departments and to upskill and practice in departments. Training videos developed and delivered by PMH. All staff attended a Blended Learning training session delivered by TCAT and many staff attended an additional Teach Meet Blended Learning Session from TCAT.
- Confidence and skill levels were very variable amongst the staff
- A key focus of performance management targets this year is Blended Learning.

#### 2. Student Training

- SLT and IT teachers delivered Microsoft Teams lessons with all Year 7 students and teaching staff have supported other students, in IT lessons and Tutor Sessions
- The Head Boy developed video guides
- Students were also given a guide (also produced by a Year 11 student) on how to access school emails to support blended learning.

#### 3. Parental Guidance

- A wide range of documents have been sent to parents throughout the first lockdown and especially since September regarding how to access online learning and the expectations. These documents have been amended in response to parental and student queries, for example, the need to download the Office 365 app if they are accessing Teams on a phone so they can then open and work on documents.
- Parents have been contacted and asked to let Lorraine (SENCO / DS) know if there are requirements regarding IT support e.g. laptops.

#### 4. Actions to support Blended Learning

- Staff upload all their lesson resources onto Microsoft Teams to support student learning. This is particularly important because students who are isolating when the rest of their class are in school, can still access the work.
- Subject Leaders and Pastoral Staff monitor the use of Teams so that it is known where gaps in provision are, so can challenge staff.

- During the Year 10 and Year 11 full year lockdowns, staff and students all became much more comfortable using Microsoft Teams.
- Many classes had full or close to full attendance on live lessons. Students seemed much more comfortable messaging staff than speaking during live delivery and more than 2000 messages were sent during this period.
- Webcams were purchased and placed in all teaching rooms so teachers were able to deliver live lessons, as well as share their screens and files with students.
- The Year 7 nurture group were all isolating during the Year 7 partial lockdown and despite concerns that they may struggle to access the work online and the live lessons, this went well, with a high uptake and very good engagement and students asked questions and contributed effectively during these sessions.

#### 5. Next Steps

- TCAT has surveyed parents / carers in all TCAT schools. Only 9% of total parents / carers responses were from Howden (smaller school). 60% found Live Lessons the most useful. 62% happy with communication about blended learning. 78% thought Blended Learning was important. Few negative responses overall to all questions.
- The leadership senate have planned two questionnaires to evaluate the Blended Learning offer; one for parents / carers and one for students. These surveys will take place in January and will inform next steps for training and planning.
- Many positive comments have been fed from parents to members of staff, for example, "Mum wishes to thank everyone for their efforts during this pandemic and X has loved accessing the online teaching. No issues what so ever. She thanked us for the welfare phone call and appreciates the time and support all staff have made for X during the isolation period."

*Q (AF): How different is teaching on Teams to the classroom?*

*SI: The difference is vast and it has been a steep learning curve. It is difficult to teach students who cannot be seen as cannot gauge how long a task is taking, who is struggling and there is no immediate feedback. The chat function on Team is useful and some students who would not normally speak out in lesson post questions. In terms of preparing lessons, the content is very similar as can share PowerPoints and worksheets.*

*Q (AF): How do newer teachers cope?*

*SI: In some ways it is easier for them as they have been trained on IT throughout. A lot of universities are now providing training on blended learning, so moving forward ITTs will already be able to do this.*

*RG: The staffroom is being used by more staff than usual and everyone is helping each other get used to using Teams, there are now very few issues. Teachers progressing to use more functions and the assignment function is great for immediate feedback*

*LS: For staff who are CEV and having to deliver lessons from home, it is uplifting to be able to see students.*

*C (CW): There has been positive PR from all year groups. Students are engaged and as a parent it was good to be able to see my son log in on a morning and all lessons be in place in line with the timetable. Teams has been easy to use and an effective tool.*

*C (CW): There is not an easy way for parents/carers to monitor homework in the same way as they can on Doodle, but this is not a criticism of the school*

## **36 STRATEGIC HEADTEACHER'S REPORT**

### **36A Headteacher Summary – G Cannon**

#### **1. COVID-19**

- 4 cases in student community which have led to contacts isolating
- Initially whole year groups had to isolate, advice updated to only be close contacts as determined by seating plans and social groups
- In response to the two positive Covid cases practises at lunch times have changed for students in Years 10 and 11, to try and minimise the number of close contacts at that time.

#### **2. Staff and Well-being**

- Notice boards updated in staff room to boost morale ('I'm looking forward to...' and positive feedback).
- New desktop computers in every classroom; staff can log onto the computer and they automatically connect through the display device.
- Dedicated the last day of half term to the remote completion of performance management.

#### **4. Whole School**

- 99% of students are not NEET. The one student who is NEET has severe medical needs
- Howden School finished in first place in VOCAB Express
- On 27 November students were encouraged to 'ditch your duvet' get involved to raise house points, but also sign up via a link to raise money for homeless charities in the run up to Christmas
- There is currently a staff video live on YouTube where staff took on Band Aid, 'Do They Know it's Christmas Time' to support the Mission Trinity foodbank

*Q (AF): What have staff put on the wall to say they are looking forward to?*

*GC: The majority of the posts are family orientated, everyone is looking forward to spending time with loved ones they have been unable to see.*

### **36B Quality of Education Summary**

#### **Curriculum – P Harris**

- Time lost in school does not equate to the 3 months, particularly for exam year groups due to other scheduled events such as work experience, core PE, sports days, deep learning days
- Lost learning suggests no work was completed during lockdown, which was not the case
- Subject leaders have been asked to design a "recovery curriculum". This involved looking at what changes needed to be in place this year to ensure everything required was covered.
- Subject leaders also needed to make Covid-19 adaptations to their curriculum.

- Each subject has identified key skills and knowledge they feel the students need the most support with.
- Within the school there is a pre-existing “Focus 5” approach. It is believed intervention is best delivered in the classroom and immediately.
- It is estimated that the knock-on effect will be seen for the next 10 years.

The plan to address this is to:

- Design a new course for year 7 which will develop a range of life skills, alongside study/learning skills, independence and accelerated learning lessons.
- Support mental health and well-being throughout this course by helping students find solutions to problems, developing communication skills and through learning techniques to manage stress and anxiety.
- Finding the time to deliver this course – in Year 7 Students currently take 2 lessons per week of DT. This is a legacy from the time when the school was Technology Specialist school.
- 50% of time could be redirected which would bring DT in line with Art, Music, Drama, ICT.
- The redirected time would be used to deliver bespoke metacognition and study skill package which would incorporate team work, problem solving and games.

*Q (AF): If learning has not been lost, and the curriculum is on track, how has it been estimated that learning outcomes will be affected for the next 10 years?*

*PH: Qualifying what has been lost is difficult. It is not just the curriculum, it is lost experiences and the impact this has on behavioural and emotional learning.*

#### **Disadvantaged update – L Stephenson**

- School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap.
- Disadvantaged students are less likely to have devices and internet connections so during Lockdown the School endeavoured to provide devices to the most vulnerable students and if that was not possible, paper copies of work
- Disadvantaged students participated in the tutoring programme during the Autumn Term provided by MyTutor. The focus has been on English intervention and attendance overall was very good. From the week commencing 18<sup>th</sup> January, 45 DS, SEN and vulnerable students will be participating in the National Tutoring Programme, which consists of 1-hour sessions for 15 weeks, focussing on Maths or Science. These online sessions are organised into groups of three students to one tutor and are overseen by Subject Leaders who will monitor and feed into the sessions.
- Pastoral Managers have been in constant communication with parents/carers of DS in regards to increased financial hardship
- Pupil premium attendance was 93.6%, this is 1% lower than non-DS

*Q (MC): Why has Howden School only received 8 laptops?*

GC: The numbers received are linked to the number of Disadvantaged students, Howden School should have received more, but as one of the last schools to have a COVID related closure, the majority of laptops with the East Riding had already been allocated

LS: We should have received 140 laptops

Q (CH): The DfE made a promise that all students would have a laptop, can the school challenge this?

LS: The school has made further requests and an order has been placed for iPads as an alternative.

## **SEN Update – L Stephenson**

- The National Average of SEN pupils in secondary schools is 11.9% and 16% at Howden School. National average of EHCPs in secondary schools is 3.3%. 4% at Howden School.
- There have been two successful EHCP applications accepted since the last meeting, one in Year 7 on Level 7 and one in Year 9 on Level 8. Both students have transitioned well into their prospective year groups and progressing academically.
- One student has moved from Year 9 mainstream into the ERP due to a deterioration in behaviour and concerns from foster carer, Virtual School, social workers and the East Riding SEN Team.

Q (AF): Have you found there is a renewed appreciation for teachers?

GC: The students themselves seem to appreciate they are getting a good deal, the staff and student voice both suggest staff are appreciated

## **36C Behaviour and Attitudes Summary**

### **Attendance – J Doyle**

- Week 2 and 3 saw an impact on attendance due to illness symptoms that were not COVID related
- 15.58% of students had met threshold for persistent absence in the first half term, 13.83% in the second (threshold is 10%)

Q (CW): Are students who have elected not to return to school on the attendance data?

JD: The school follows a process which includes the Education Welfare Service and in some instances students are removed from roll, but not before a set period of time and following further investigation

Q (AF): If a family is electing to home school, does the school support this?

GC: The Local Authority are responsible for reviewing the home -schooling provisions. The guidance from Department for Education is that schools do not provide for students who are on unauthorised absence

## **36D Personal Development Summary**

### **Safeguarding – J Doyle**

Training is ongoing, albeit remotely:

- Thresholds, Referrals & Consent Briefing Sept – Oct 2020
- All staff to complete PREVENT training Jan 4 2021

*C (GC): The School has seen a rise in safeguarding concerns online, the challenge for Spring Term and moving forward is to keep young people safe online and there is a plan to address this through the curriculum and in tutor time.*

### **37 GOVERNOR TRAINING AND SUPPORT**

AO reminded Governors that they can access courses via the NGA Learning Link and should look to complete 2 courses, including safeguarding.

**ACTION:** Governors to complete two NGA Learning Link Modules this academic year; one of which must be “Safeguarding: The Governor’s Role”

### **38 GOVERNOR LINK REPORTS**

JL, CH and AF had all completed Link Visits during the Autumn Term and fed back via email following the visits. JL reminded Governors that visits will still take place, but this must be done virtually.

**ACTION:** AO to circulate the Governor Link Report form to formalise the feedback for future visits

### **39 DATE OF NEXT MEETING**

**Resolved:** Date of next meeting confirmed as 16 March 2021 at 5.30pm

### **40 ANY OTHER URGENT BUSINESS**

*C (MC): I have found this meeting very uplifting and inspirational. I have felt very engaged throughout, well done.*

### **41 ACTIONS**

**ACTION:** Governors to complete 2 Learning Link Modules this year one of which must be “Safeguarding: The Governor’s Role” (Minute 34)

**ACTION:** AO to confirm accounts set up for JW and MC (Minute 34)

**ACTION:** AO to circulate the Governor Link Report form to formalise the feedback for future visits (Minute 38)