

Standards Meeting Minutes

Papers issued to Directors

- Current Dashboards – including safeguarding reports
- HT Report Spring 20 – in SDP
- COVID-19 Related policies

NB. This is not a committee of the board and no directors will be present. Directors have been shown the papers in advance and have been asked to submit questions and comments and to approve policies. The minutes of the meeting will be stored and uploaded to the GLT website and issued to all GLT Directors.

Date/Time/Place	28 th April 2020	
Attendees	Jodie Croft, Alison Ashcroft, John Smith, Leah Perring, Terri de Quincey	
Agenda item	Comments/Discussion points	Action
Welcome	JC welcomed the group	
Apologies	There were no apologies	
Items for AOB	None	
TPA – update, current numbers, current staffing, safeguarding DPA – update, current numbers, current staffing, safeguarding WPA – update, numbers, staffing	<p>DPA – has between 3 and 11 children attending daily. 4 staff on site daily. 1 office, 1 SLT (DSL), 1 teacher, 1 TA. AA noted difficulty in managing social distancing at playtime – children gravitate towards each other. Noted teachers are delivering the home learning content. Noted difficulty for siblings and very young children.</p> <p>TPA – has 11 on roll with varying numbers attending daily, 3 staff are on site on a daily basis. Play time is difficult to manage and staff are now using whistles to remind children re social distancing. JS has no staff sickness and has given TAs home courses to complete. 3/4s of parents are sending work to teachers for marking.</p> <p>The directors received the Spring Dashboards from each academy listing the numbers of vulnerable children in each school. PD asked whether we have an additional duty of care towards children on Child protection plans.</p> <p>DPA – calling vulnerable families on a weekly basis and knows the family situation of each vulnerable child. Calls and responses are logged on CPOMS. Some are attending school. No vulnerable family is out of contact with the school.</p>	

	<p>AA noted increase in domestic violence incidents and that the families involved are now in more stable situations.</p> <p>TPA – as above and reviewing the offers of places to vulnerable children on a case by case basis – 1 child has been offered a place on this basis. Calls and concerns are logged on CPOMS and monitored weekly. No vulnerable family is out of contact with the school.</p> <p>All families at DPA are contacted fortnightly and teachers are also speaking directly to children.</p> <p>WPA – 18 offers made to Reception children, 10 offers to be made to nursery children this week. Builders due back on site 4th May 2020 and completion set for September – with caveats related to COVID-19.</p> <p>LP noted hearing impairment as one of the SEN requirements – AA mentioned availability of support and devices from the Deaf Association.</p>	
<p>Home Learning – Guiding Principles</p> <ul style="list-style-type: none"> - Delivery frameworks /communication - Use of video learning - Nature of materials - Use of school websites - Digital devices 	<p>The group discussed the benefits of creating personalised video content for pupils and agreed that there is enough high quality video material provided through BBC Bitesize etc not to warrant making our own material. The group did agree that there is social value in video messages which offer a sense of community and reinforce key values.</p> <p>The group agreed Home Learning core subjects are:</p> <p>English Maths Reading Writing Spelling Phonics Topic</p> <p>TPA – sending work home weekly via email DPA – uploading work to website weekly</p> <p>TDQ noted importance of core subjects, giving parents the option to choose which order they teach the weekly tasks and the value of progression.</p> <p>AA noted she was nervous about asking parents to teach new content through the White Rose</p>	<p>School made video content valuable for assemblies, social contact and reinforcement of key messages and values</p> <p>Home learning content should include opportunities for children to make progress and build understanding</p> <p>Value for parents to access advice on how to explain/deliver content</p>

	<p>Maths scheme but that the small steps, building blocks approach of the scheme is one of the best ways to learn maths. She noted BBC Bitesize use this approach to teach maths too.</p> <p>JS added that parents have the flexibility in determining which tasks to deliver first.</p> <p>TDQ noted benefit of advice for parents in how to teach maths on websites.</p> <p>The group agreed that work provided is not just consolidation of prior learning, but must build understanding and conceptual knowledge.</p> <p>Home/School communication</p> <p>TPA – weekly newsletter, YouTube video message from Head, YouTube assembly, phone calls, bi-weekly marking opportunities</p> <p>DPA – fortnightly newsletter, postcards from AA, Photo montages from all staff, House points still active, weekly/fortnightly phone calls, teachers speaking directly to their pupils. Children set individual challenges by their teachers.</p> <p>TDQ noted social, emotional and motivational benefit of being able to talk to your teacher.</p> <p>The group agreed to review loans of digital devices on a case by case basis but noted no requests had been made to the schools this far.</p> <p>The group agreed to discuss a wider digital device strategy as part of the development of the GLT wide ICT strategy</p>	<p>Home learning content should be well organised, easy to access and present parents with flexibility</p>
<p>Phased return to school – guiding principles</p> <ul style="list-style-type: none"> - Key priorities - Baseline assessments - Prioritisation of core subjects - Timetabling 	<p>PD asked us to consider social distancing guidelines in practise.</p> <p>The group agreed it was difficult to make concrete plans regarding social distancing until the government made a clear announcement about phased returns. We agreed on the difficulty of group gatherings such as playtime, clubs, assembly and team sports. And noted the practical difficulty of teachers remaining 2 metres away from children in reviewing work. We also noted the increase required in cleaning.</p> <p>The group noted a phased return would require radical changes to the timetable and curriculum</p>	<p>Details phased return plans to be developed pending clear DfE guidance</p>

	<p>The group agreed the focus of teaching would remain as:</p> <p>English Maths Reading Writing Spelling Phonics Topic</p> <p>The group discussed how the school would be responsible for setting work for the rest of the day if children returned on a part time/phased year group return basis.</p> <p>The group agreed on the importance of assessing each child as they return to establish a baseline in each key area and identify the gaps in their learning to help determine intervention strategies and lesson plans</p> <p>JS noted the importance of making decisions based on the assessed pupil needs local to each school.</p>	
<p>Full return to school – guiding principles</p> <ul style="list-style-type: none"> - Key priorities - Baseline assessments - Prioritisation of core subjects - Timetabling 	<p>The group discussed transition from Reception to year 1. TDQ noted Reception children are still progressing developmentally at home. The group agreed some transition from the EYFS to year 1 curriculum would be required.</p> <p>AA noted how DPA children are staying in the same class groups with either the same teacher or TA to ease transition.</p> <p>The group discussed the need to rearrange the timetable based on closing gaps, in the first half term. AA noted the importance of the wider curriculum to ensuring children remain inspired by their learning. TDQ noted importance of AFL and related interventions during this period. JS noted emphasis on core subjects and closing gaps/covering content by Christmas. All agreed that baseline assessments will inform this process and the decisions made.</p> <p>LP noted it might be a long time before all children return fully to school.</p> <p>JS noted importance of informing parents as to the gaps so they can support at home.</p>	<p>Full return to school plans to be developed following clear guidance from DfE.</p>

	<p>AA noted the lack of year 2 SATS will mean those children have no progress baseline for year 6 progress data.</p> <p>The group agreed in the difficulty of setting annual targets for children in the early part of the Autumn term and that this will need to be considered in more detail.</p>	
<p>Appraisal cycle</p> <ul style="list-style-type: none"> - Annual targets - Pay awards 	<p>The group proposed that schools use the evidence collected from interim reviews as the basis for annual reviews and that pay awards should be based on this evidence.</p> <p>AA noted the NQT at DPA has assessment targets to meet at home to achieve QTS.</p> <p>LP noted NQT at WPA will be assessed through an 8-week online learning programmed and can achieve QTS in this way. LP noted loss of 8 week teaching practice and proposed she release NQT to ensure she is able to develop/hone teaching skills.</p> <p>JC flagged that target setting for 20/21 might look different and could possibly be based on the Autumn term data for children. To be discussed when return to school plans are clear.</p>	<p>JC to propose amended appraisal approach to GLT Operations Committee</p>
<p>Educational compliance framework</p> <ul style="list-style-type: none"> - Key updates to note: - SEND Risk assessment - Safeguarding 	<p>JC noted both schools confirmed compliance with the latest statutory guidance:</p> <ul style="list-style-type: none"> • COVID-19 Safeguarding • SEND Risk Assessments • Daily reporting of attendance to DfE • EYFS – access to Paediatric First Aid Trained staff – not required on site • DSL – in direct contact with school – not required on site 	
<p>Policy approval – TPA and DPA Bereavement Policy TPA and DPA COVID 19- Safeguarding Policy</p>	<p>JM asked about GDPR compliance Managing Bereavement policy - Section 3.2: Reference to checking if information is correct. Depending on the information and format received by the school, should a mention be made about complying with handling information under GDPR? And a - t missing</p> <p>Sikhism Sikhs believe the soul goes through a series of rebirths, with the ultimate objective being to break the cycle and be reunited with God.</p>	<p>TPA and DPA Bereavement and Safeguarding COVID-19 policies approved pending minor changes proposed.</p>
AOB		

Standing Agenda items

September	January	April	June
Appointment of Chair			
Receive annual schedule of policy reviews			
Principals' Dashboards: summary presentations			
Review National Test Results and other published data: all cohorts and determine related implications and actions	Analyse Autumn term progress and attainment data, all cohorts and determine related implications and actions	Analyse Spring term progress and attainment data, all cohorts and determine related implications and actions	Analyse Summer term progress and attainment data, all cohorts and determine related implications and actions
Ensure SEF/SDP reflect agreed actions and approve	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)	Review progress against SEF/SDP (T&L, L&M, Curriculum & extracurricular, CPD)
Set pupil progress and attainment targets for current academic year			
Approve Academy term, holiday, occasional and INSET days			
Review of pupil and sports premium allocation; spending plans and impact analysis			
Collaboration between trust schools			
SEND/Safeguarding issues and safeguarding audit report			
Report to parents on the policy for children with SEN			
Approve residential trips			