

	<p>subtle differences i.e. bubble closures. We have had bubble closures in years 4 and 6 where the policy came into action before xmas. It has given staff clarity during this lockdown.</p> <p>There are more expectations for Teaching Assistant's this time. There is more for them to do this time.</p> <p>A governor asked about feedback while staff are using Blended Learning. Does this take into account a balance of how much should be done and how is this considered in planning - are we using government targets for time expectation? Yes</p> <p>A governor asked about leniency of submitting work taking into consideration everyone's well-being. Is it OK to submit work a day late? There does need to be a balance.</p> <p>The government guidance is 4 hours work per day for KS2 and 3 hours work per day for KS1. One teacher in KS1 commented that this is hard. Some children hand in one sentence, some one page. She tried to model the lesson but it is hard for the parents to know exactly what to do sometimes.</p> <p>Ann encouraged parents to get on board with the learning via the newsletter – texts home to some – emails and also informing EWO. Newsletter also praising parents for their efforts. Staff were pleased with the take-up at 90%. We are now nearer to 95%.</p> <p>The Educational Welfare Office from Barnet will be looking at children who are not engaging with learning. There is a limit as to what we can do. We can be lenient to a degree – submitting work the next day is fine if the parent is struggling.</p> <p>Teachers look at the work between 9 am and 4 pm. Uploading can be late with parents working etc. The government expectations are in the Policy.</p> <p>A governor asked how we are monitoring consistently across year groups - quality of provision - as we can't drop into live lessons?</p> <p>We can see all the google classrooms, the work that has been uploaded and the activities. We can watch the videos at any time</p> <p>A governor asked is if the standard feel consistent.</p> <p>Yes it does. It is reflective of the individual teachers in the school. We talk about this as a staff group. Ann did send an discuss with one year group</p>	<p>managing</p> <p>Feedback from parents through staff phone calls</p> <p>Continue with MOTE feedback</p> <p>Ann & Maria to continue to browse the recorded lessons and work on offer to see quality</p>
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<ul style="list-style-type: none"> • More staff PHSE training • Gov PHSE learning walk • Parent meeting for one year group • Science Inset Session • TA training to be re-established 	<p>where the teaching was good but the videos posted were a bit dry and long. It is hard for the teachers. They are not presenters or party entertainers. They are covering the curriculum expectations and there is more reliance on parents to motivate and encourage. Informal monitoring is definitely possible to do.</p> <p>We did this. Eve Mehtar has led staff Inset sessions. We are on track as far as we can be. Staff are doing the PHSE curriculum. This is on the SIP and we will continue this.</p> <p>This had been done.</p> <p>We had meetings last term for different year groups. There was one PHSE meeting for one year group via Zoom. Others had maths and reading. The take up was good.</p> <p>We did this. It is not a specific subject this year but was last year. Due to lockdown the work was not completed. Sharon Casey had a TLR3 last year for this subject but due to lockdown she was unable to complete as Science was timetabled for summer term. She ran two staff training sessions in the Autumn Term. There is a gov science learning walk</p> <p>The TA's did some training during lockdown. The training usually takes place during assemblies but due to the current lockdown and the bubble situations the TA's are not always in school at the same time. Maria had intended to do this. The TA's are now doing different things as we are back on Lockdown again. They are in school in the mornings and in the afternoons they are ringing parents/children.</p>	<p>Ongoing PHSE training over the year</p>
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2. SIP Teaching & Learning priorities 2020 Aut term Recovery project

To ensure a smooth transition back to school in September

To support pupils to be school ready and to feel part of the HPS community

To ensure effective timetables and routines are in place

Maintain Blended Learning Approaches

To begin to establish the new PHSE Curriculum

Enjoying learning and achieving:

To establish a recovery curriculum: Subject Curriculum

To embed a progression of skills in science

To reinforce the presentation guidelines established last year

To continue with the new handwriting scheme established last year

To revisit the planning of writing

These are actions from the SIP and are related to Teaching and Learning. Coloured green are achieved. Coloured yellow are work in progress.

Floor books were started last year but we didn't complete due to lockdown. They were re-established at the Autumn Term Inset. However, we cannot use Floor Books at the moment due to lockdown again. We are not abandoning them and we will resume using them on return.

Both yellows would be on any new SIP for the rest of the year. The items coloured green would not be. However, some may have to come back i.e presentation guidelines when we return to school

A governor asked if handwriting and spelling had been established. Yes, this is part of what we do now.

A governor felt that Year 2 would need additional work on joined up writing when they return to school.

Look to see what will need to be included in the new SIP for the remainder of the year

<p>genres across the academic year</p> <p>To re-establish Floor Books</p> <p>To revisit whole class reading and a reading roadmap</p> <p>To continue the new KS2 spelling strategy</p>		
<p>3.Policies to be ratified: Sex & relationships education policy EYFS policy Calculation Policies Assessment Policy Blended Learning Policy Live Online session policy</p>	<p>There were no comments at the meeting.</p>	<p>Any comments to be sent to Ann this week via email.</p>
<p>3. Professional Development Update (Maria):</p>	<p>Teaching Assistants. There were two Training sessions on the Inset Day at the start of term via Zoom: Challenges of previous lockdown on children and how to support them and understand what had happened to the children. What can we do next. The provision for EAL children is on hold. Targets were set for the TA's to support the EAL children.</p> <p>Teachers. There are normal Inset sessions via Zoom. Barnet have introduced a Blended Learning Project which we have joined. Staff who take part feed back and run sessions for other staff. Two of the sessions we have taken part in are Working with Younger Children and Supporting Children with SEN. Barnet are having a conference day for different subjects. We booked as a school and staff will attend different sessions. Subject Leaders are attending meetings.</p>	<p>Continue with the Barnet Blended Learning Project</p>

Safeguarding training is up to date. Andrea Needham is joining the Safeguarding Team and will start her training this week.

Kathy Puzey is taking part in a Mental Health course over the next 6 weeks.

A governor felt there was a wide array of provision. The governor asked if staff's enthusiasm was dipping. Staff may not get continuing CPD.

Barnet are very good at adapting. Staff are keen to do training. The training is relevant to now – it is all appropriate. But, it is swings and roundabouts. A project led by Barnet last term was good, but a course led by another school last week was not good.

Dom and Lewis did a good job leading our Inset training. It seems that training led by Barnet is good but there are blips when training is led by other schools sometimes.

A governor asked how the TA's are working. Are they in school every day?

Yes they are. Level 3s mornings to support staff with resources. Making phone calls

Level 2 TAs normal hours in school supporting EHCP children OR other children who we have identified need extra support – e.g vulnerable, EAL or some minor SEN or emotional need

A governor asked if the interventions are being delivered when the TA's are in school.

Interventions are not taking place at the moment. TA's are supporting the children who are actually in school. All Level 2 TA's are in school even if the child they support is not. All Level 3 TA's are in school supporting children. Children involved in interventions are getting more regular calls to support them & their parents with learning

A governor felt that these children not getting interventions will need additional support when they come back. Yes they will.

The TA's are calling 6 – 8 children who they normally work with, every day. The TAs also have access to the google classroom to be able to see the work. They speak to the children and parents.

Richard Gordon is calling KS2 PP pupils and Sally Thomas is calling PP KS1 pupils.

Some children with needs have been invited to join the Hub. They will be getting extra support.

A governor felt that there must be some children who are falling through the gap who will fall way behind.

Yes, there are a few. Kathy is still calling children. There are children who have been invited in who have declined as the parents are worried about COVID. Kathy is supporting them and they have had calls from Maria and Andrea. Children not engaging are identified and get praise and a stronger push to engage. There are a couple of children with very specific home issues who we are doing our best to engage with – but parents can be difficult and have unreasonable expectations.

A governor felt that there must be other children in the same situation.

There are, but not as bad.

We have over 100 children registered for the Key Worker Hub. We are trying to keep the numbers as low as possible and are encouraging parents only to send children in if essential.

We have invited vulnerable children into the Hub. The government guidelines for vulnerable children are those with an EHCP or a Social Worker. We have extended the boundaries to some children who do not fit these criteria. We have invited one child who has a brother at home with severe needs and another who has been having issues with internet and social media useage.

We have invited some EAL children in to the Hub after a couple of weeks as although the parents are keen for the children to do the work, they didn't know how to do it. These children will get 1 -1 for part of the day.

We have been given 27 laptops to loan to children. Approximately half have been loaned so far. Pupil Premium children were given priority. Families with more than one child and only one laptop can also apply.

We offered places in the Hub to five children who have no internet or device. Three have taken up this offer and we are sending paper copies of work home at the moment. We are still working on the parent of the other two children to come in to school.

With Blended Learning it is hard to pick up those children at risk. The phone

calls are highlighting problems. We are doing our best with this.

A governor asked what support we could give to children not engaging with learning.

We are limited as to what we can do as teachers are not actually in the classroom. Feedback is given. The google meets could develop to allow staff / parents to talk about any problems.

On the whole parents are taking learning more seriously during this lockdown. Learning slipped a little at the end of the last lockdown due to the good weather, holiday approaching etc. As a school we are chivvying the parents along. The EWO will become involved if necessary. Parents are concerned that there is the potential for a lot of loss of learning.

Teachers are split in their year groups. Teachers can comment on whole year group work. Some are only commenting on their own class's work. It is hard to comment on work when you do not know the child. There was a case where the work was clearly not the child's own.

It is difficult to know how well the children are doing. Some parents will really encourage and engage with the learning. Others will not. Not all work is indicative of what the child can do. There are many distractions at home. If the child is in the classroom they may do better.

Alice Biggs, Year 6, does a mixture of commenting. She finds it interesting to see other classes work. She has 6 very bright children. Their work at home is better than at school. Maybe they find there are less distractions at home.

There is a real mix of work. Some rush the work and produce work like a Year 2 child. Some produced work of a secondary standard. Different factors can influence this - if the child is engaged with the task, if the child has to share a laptop, what is happening at home etc.

A governor talked about Reception. A parent approached her saying she was not happy to submit work on the stream as it is not private. She felt exposed and the child did not want to submit their work. The governor asked if Reception would be moving to google classrooms?

Yes we will. Reception was set up like this as they had only just started and settling took longer – they didn't have Google at all last term. They now have their google logins. This week they will have their google meets then we will

	<p>move to setting the work on google classrooms and can then be submitted privately.</p>	
<p>4. Catch Up Premium</p>	<p>We are using this in our budget pot – the first two thirds. We are not doing anything extra.</p> <p>Children who needed to catch up were identified at the year group pupil progress meetings in Autumn. TA’s were directed to work with these children. Bubble closures and the Nativity got in the way of this at the end of term. This work is on hold at the moment but, the TA’s are calling the families of the identified children.</p> <p>We are likely to have to report on the Website on how this money has been spent. Neil Marlow has confirmed that the way we are using our TA’s to do this is fine and in line with how it can be spent.</p>	
<p>5. Restructure</p>	<p>This refers to the Part 2 of the Governing Body Meeting in December. Our Safeguarding Lead is now Maria Michael. We do not have a Families Co-ordinator with a TLR post. We have restructured the TLR’s. This restructure has gone out to staff, HR and the Unions today. We will have a Key Leader role for Disadvantaged and Looked After children with a TLR2. Part of Sally’s role was to do this. She has a lot of experience. There is a significant amount of work associated to this role. There will be a two week consultation and then an Internal advert.</p> <p>A governor asked where this leaves Sally Thomas. Could she apply for this role?</p> <p>Yes. She can apply. Anyone who applies will have to have Level 3 Safeguarding Training and experience.</p>	<p>Finish the 2 week consultation</p> <p>Have an internal advert and interview</p> <p>Establish the post for summer term</p>
<p>6. Rosenshine’s Principles</p>	<p>We had staff training last term on what they were and how to use Rosenshines Principles for quality first teaching.</p> <p>We are having a staff meeting this week to remind staff to keep alive the good quality techniques of Rosenshine’s principles. Staff were encouraged to continue using this and to try not to lose it during lockdown.</p> <p>The meeting will consider which are still applicable to use in pre recorded lessons</p>	<p>Staff meeting</p>

<p>8. Blended Learning</p>	<p>This has been covered above.</p>	
<p>9 Teacher Appraisal Targets</p> <p>Given pupils starting points in the Autumn term 2020, from your own audit information at the start of the year, focus on 6 pupils who are underachieving in reading/maths at this point (compared to their teacher assessment in March 2020) so that they achieve their 2020/21 target at the end of the year</p> <p>To provide quality first teaching in all areas of the curriculum by using the key principles of Rosenshine's Principles of instruction & AFL to ensure that learning is embedded and children know more and remember more.</p> <p>To apply the behaviour strategy tools that we have introduced at Holly Park in your class to improve low-level behaviour issues both inside and outside of the classroom.</p>	<p>Last year's teacher Appraisal Targets were abandoned nationally due to the lockdown. There are concerns for this year too. All teachers were given at least 3 targets.</p> <p>This will be a challenge at Holly Park and nationally and could prove quite impossible. Lockdown will greatly influence this target.</p> <p>Use of AFL will be difficult and will look different. A governor asked what AFL is. Assessment for Learning.</p> <p>This was a good target last Autumn but is now very challenging. Being out of school will cause the behaviour to be worse. With 2 terms out of school it is not really achievable.</p> <p>Governors need to be aware that these targets have been set, but we are unsure as to whether or not they will be achieved.</p> <p>A governor asked if there could be a target around Home Learning?</p>	<p>Monitor the appraisal targets across the rest of the year</p>

	Targets must be set before 31 October. We could not make changes to those already set.	
10.AOB	<p>Fiona Vettiankal informed the meeting that the National Literacy Trust is putting on an on line primary conference at a cost of £75.00 for the whole school community. Teachers can attend different sessions. Fiona can send the link if we are interested.</p> <p>A governor felt that we are in uncertain times and thanked all the staff for their hard work. The governor asked if there was anything the committee could do to help within the Teaching and Learning remit or any areas coming up in the next 3 weeks with regard to what has been discussed.</p> <p>Not that was obvious at the moment but we canl give this some thought.</p>	