

Holly Park School – Learning & Teaching Committee Meeting Minutes

Date : 19/09/2020

Present:- : Nicola Eimer, Fiona Quinton, Kate Tress, Maria Michael, Anna Sherrington, Ann Pelham, Fiona Vettiakal

Apologies:- Annamarie Thomas, Clare Hegarty, Tim Graveney

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
<p>1. Actions from last meeting Ann to send reminder to parents about putting work on Google Classroom instead of sending to her now.</p> <p>Ann to send Hub form to parents</p>	<p>Done</p> <p>Done</p>	
<p>2. SIP Teaching & Learning priorities 2020 Aut term Recovery project</p> <p>To ensure a smooth transition back to school in September</p> <p>To support pupils to be school ready and to feel part of the HPS community</p>	<p>SIP written for this term on Barnet’s advice. We will think again after that.</p> <p>The preparations and routines for returning in September have moved forward. We are happy with how the return to school went and the children are happy.</p> <p>Pre return to school, reminders of expectations were put in the newsletters. PHSE tasks were set to encourage the right mind set for the children to return to school.</p>	<p>A new SIP in January</p>

<p>To ensure effective timetables and routines are in place</p>	<p>Lots of routines were changed to ensure effective timetables and routines could be in place for the return to school. We are still tweaking this. The last thing changed was getting the children to come into school in their PE kits on the days they have PE. This saves time during the school day especially if the lesson is either first thing in the morning or at the end of the day.</p> <p>A governor asked how the pupils are coping with the new routines. Are they back into the routines of school. Yes they are.</p>	<p>Revise as necessary</p>
<p>Maintain Blended Learning approaches</p>	<p>A copy of the policy was sent to governors. We don't know if we will have to do this on a large scale. We have approximately 5 children who have been self-isolating who are working at home. Staff need more training. We started the Google Classroom in stages with no training. We will be doing training on this on Wednesday. If a class teacher is self-isolating he/she could potentially zoom in to introduced lessons etc.</p>	<p>Staff training this week and ongoing Monitor blended learning termly</p>
<p>To begin to establish the new PHSE curriculum</p>	<p>This is not mandatory until September 2021. Eve Mehtar has led some Inset on this and more Inset is planned. Annmarie Thomas our PHSE governor attended a course about the new PHSE curriculum. This is on-going and will be included in any future plans moving forward.</p>	<p>More staff PHSE training Gov PHSE learning walk Parent meeting for one year group</p>
<p><u>Enjoying learning and achieving:</u></p>	<p>Children are happy with their learning. They had 2 projects to start the year.</p>	
<p>To establish a recovery curriculum: Subject Curriculum</p>	<p>Two projects in September - Holly Park and Here We Are. The book Here We Are can be used for any future lockdown learning.</p>	
<p>To embed a progression of skills in science</p>	<p>This was part of last year's plan which we couldn't complete. Sharon Casey has led Inset on this and will do more before Christmas.</p>	<p>One more Science Inset session this term</p>
<p>To reinforce the presentation guidelines established last year</p>	<p>We set out plans for this but could not complete it due to lockdown. This needs to be reminded to staff.</p>	

<p>To continue with the new handwriting scheme established last year</p> <p>To revisit the planning of writing genres across the academic year</p> <p>To re-establish Floor Books</p>	<p>We had a new scheme last year. This would make sure routines were set up and established.</p> <p>We aim to ensure that every genre of writing is covered in all subjects across the school. The staff had a grid to complete after lockdown to show where pupils are at with writing. This needs to be re-established over the year.</p> <p>We began using Floor Books last October/November. These record work done which is not recorded in all children's books i.e. PHSE, circle time, trips, etc. It gives a place to evidence when work has taken place, that is not in books, using photos and speech bubbles. We are re-establishing the use of Floor Books but Ann has doubts if they are good or useful particularly this year when there are no trips etc. A governor asked who they were for. They are for the children. The books move up through the years with a class. A governor asked if they were for individual children. No they are just one book per class. A governor asked what would happen to the book if a class splits. We don't know at this point. They are good for evidencing work i.e. if Ofsted were to visit. This year would be easy as the classes are not splitting. A governor asked if they are not worthwhile. They would be good for Ofsted. They are very popular. Lots of schools use them. A governor asked if the children like them. Yes they like to see themselves in the books. We do not display them at parents evenings. They are purely an evidence of learning. A governor asked what the other options would be to gather this evidence, maybe photos. We don't know at the moment. At the last Ofsted visit we were not using Floor Books and although we do things well it was difficult to provide the evidence. Maria Michael found this difficult when looking at Topic Books with an Inspector and had to argue strongly that the learning was happening. She feels Floor Books are a good tool. For example, curriculum days are practical and are not recorded. However, using the Floor</p>	<p>Avalon to monitor this.</p>
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<p>To revisit whole class reading and a reading roadmap</p> <p>To continue the new KS2 spelling strategy</p>	<p>Books shows what has been achieved. A governor asked if using photos with a slide show at the end of term would be less work. A Floor Book is more than just photos. It has written evidence, children’s comments, as well as photos. It provides a good record. A governor felt they are similar to the Reception Special Books. Yes, they are but instead of individual books it is just one for the whole class. TA’s can be in charge of managing the books. A governor asked if we could do a digital version. Could we interview a different child each day. There is no time to do that and we need to be able to reference evidence quickly. A governor asked if we could set up a web page for each class avoiding handling materials in the current climate. This would create more work. A governor asked what would happen to the books in Year 6. They would be archived???</p> <p>Emily Sampson was appointed as Key Leader for reading. She is extremely enthusiastic and has spent a lot of money on books. She has encouraged the KS1 staff to move the books from the Literacy Base into classrooms. She led an Inset session on a new Reading Roadmap for Holly Park encouraging reading linked to the curriculum. This will be part of our SIP for the rest of the year.</p> <p>This was a new strategy last year. We are making sure it is established and set up for this year. Ann feels it is effective. Ann, Sally and Maria are responsible for this during their KS2 PPA cover. A governor asked if there could be a test done at the end of the year. Possibly, but it is important to see how this impacts the children’s writing throughout the year.</p>	
<p>3. Policies to be ratified:</p> <ul style="list-style-type: none"> - Educational Visits - Home-School Agreement - Learning and Teaching - Drugs, Smoking and Alcohol 	<p>Ann thanked the governors for the comments she has received. A governor wanted to bring the Curriculum Policy to the attention of the other governors. They need to understand and monitor this and know the strengths and weaknesses of the curriculum. The governor asked if it was on the Website. Yes it is. The governor understood that people are very busy but felt this this gives a good understanding of what the school does.</p>	

<ul style="list-style-type: none"> - Blended learning - Curriculum 		
<p>4. Professional Development Update (Maria):</p>	<p>We have had Safeguarding Training. Inset days have mostly been used for planning, using assessments to inform planning. We will be doing Prevent training on our next Inset day. Staff are still doing courses on Zoom, mostly subject leaders. Ann and other teachers have done courses on a Recovery Programme. Four members of staff have updated their Safeguarding Training. Two others will update theirs in the near future. There has been no TA training. We normally do this during assembly time, but as there are only short class assemblies we need to find a way to start TA training. A governor asked if the assemblies are on screen. Yes. They are at different times of the day to suit each class and only last approximately 10 minutes.</p>	<p>TA training to be re-established</p>
<p>5. First 4 weeks – recovery projects</p>	<p>We had the Holly Park Project for the first two weeks and ‘Here We Are’ for the next two weeks. We concentrated on getting the children into their classrooms for the first two days. Then it was about sharing – thinking about the people who work in the school, the past history of Holly Park, maps and plans of the school were created, they thought about the future of the school and about the global community of Holly Park. A governor asked if we would do this again – it is not a normal occurrence. We did a similar thing in 2014 when the New Curriculum was introduced. This gave us time to get used to the new curriculum. We would not repeat this every year. A governor asked if maybe we would do a variation of this. Possibly. This did lead on to thinking about the book Here We Are. There is more than 2 weeks worth of work in this book. If we need to do any Blended Learning or there is another Lockdown we would use this book.</p> <p>We had one Inset day at the beginning of term then 4 weeks later another (taken from July Teambuilding Day) to plan for the rest of the term / year after getting to know the children. The teachers really liked doing this. It proved to be a reflective day giving a clear path to move forward. Staff used to assess where the children were in their learning and where there were any gaps in writing, reading and maths. Sidrah Mir, our new Maths leader has led</p>	

Inset on maths.

Audits have been carried out for the readiness of learning and the wellbeing of the children. Pupil Progress meetings will be done after half term. These are normally done in July allowing interventions to be set up ready for September. TA's are in the classrooms this term with some phonics groups up to year 3.

Maria and Diana have done a Recovery Curriculum course regarding interventions. There will be a meeting tomorrow to decide what will happen this year.

We have done an Audit for Learning. Teachers had to fill out questionnaires about the emotional wellbeing and behaviour of the children. They gave a readiness for learning grades. **A governor asked if there are any barriers to learning as a class.** There are, but they are different to last year. Learning behaviour in the classroom is not so good. Children are fidgety, can't focus, bickering, normal routines are missing. Teachers are doing a lot of work around this. Emotional behaviour varies from class to class. Younger children seem to be affected least. There are some gaps but the children were keen to come back and are eager to learn with good learning behaviour. KS2 have more problems with bigger gaps in learning.

A governor works with a Year 6 child in another school who has screen addiction. Learning is different in school. This is true. At home the children would do a little bit of learning then play a game or go out. Now they have to sit for long periods of time with other children.

A governor asked what the KS2 children do in class. They are now sitting in rows. There are lots of different systems in place to motivate children.

A governor asked about the gaps in knowledge as a school community, particularly KS2. Where are the biggest gaps. We will know more after the Pupil Progress meetings.

One appraisal target for the teachers will be regarding pupil progress. It will be open and specific to each class i.e. maths or reading. The greatest loss seems to be in maths and writing as parents found it difficult to help in these areas. The loss is less in reading as parents could easily help with this. We have seen children who couldn't read prior to lockdown now read really well.

	<p>We have seen children who could write really well in KS1 who have come back from lockdown unable to write. We don't know if they are just rusty or they have lost this skill. It is difficult for a lot of children. Parents evening will be difficult for those parents who gave a lot of input during lockdown who think their children are on track when in fact they are not.</p> <p>A governor asked how we will manage parents evening. There will be telephone consultations. Each teacher will be allotted 5 hours. Phone calls are straight forward. Parents will sign up the same as before. The teacher will ring twice. If there is no answer they will move on to the next parent. A governor suggested we check parents telephone numbers.</p>	
6. SIP moving forward	<p>We have a SIP for this term. There will be a new one for the rest of the year but we don't know what this will look like yet. Information from Pupil Progress meetings and Teacher appraisals will go into it i.e. behaviour, quality first teaching, 10 steps that should be included in lessons. Staff at Holly Park are well established but need reminders of what they should be doing. Teacher observations will be looking at Quality First Teaching. A governor felt that this would be good as it would align with what will happen if we need to go to on-line teaching. A governor asked if teachers are able to get everyone back on track with the different gaps in learning. We are aiming to get everyone back on track but we think this will not happen. National Testing will happen as normal but how the results will be managed we don't know. The tests won't really reflect where the children are.</p>	
7. Future gov learning walks	<p>The next walk will be PHSE. December reading. January Science. February Maths.</p>	
8. Catch Up Premium	<p>We have been allocated £35,000. However, the financial situation is not good. Due to lockdown and lower numbers we are £20,000 down in income for Breakfast Club and £40,000 for Nursery Extended Day. Actual Nursery numbers are very low but we predicted much higher numbers when we set the budget. We have 3 new EHCP children who started in September for whom we have to fund the first £6,000 of their TA 's salaries. We allocated 1% for the teacher pay rise as instructed by Barnet but the National pay rise is actually 2.75% with no additional contribution from the government. The</p>	

	<p>Unified Reward pay for Support staff has increased. This has resulted in a deficit of £100,000. With Tim and Clare’s agreement we will be using the catch up funding towards balancing our budget. Our partnership schools are all in the same situation and will be doing the same thing.</p> <p>If we have a deficit we will have to have a recovery plan resulting in redundancies. We will redirect TA’s regarding Catch Up work. We may also use the Sports grant to balance the budget. A governor felt that there could be repercussions for the school if we need to evidence what we have used the money for. We have not yet been told that we would have to account for this.</p> <p>A governor felt that £35,000 is a small amount against £100,000. We will have to look at the budget to see how we balance the rest. Janis and Ann will be going through the budget and cutting back wherever possible. Janis feels reasonably confident that we can scrape through to a balanced budget. We are in this situation due to a lack of income. The budget we are given is not enough. We are encouraged to make money, but have now been penalised as we cannot claim for loss of income due to COVID. We have received £14,000 back for our COVID expenditure but nothing for our loss of income. There will be another round of claims when we will try to make up some of the loss.</p> <p>A governor felt we should remind parents that the Breakfast club is up and running. A governor asked for clarification that the £35,000 Catch Up Fund is separate from COVID expenses. It is.</p>	
<p>9. AOB</p>	<p>A governor asked when Forest School would resume. Not at the moment as we cannot have parent helpers. Potentially Sharon Casey will run Forest School on site using the allotment. We have not had swimming this half term. Ann has now had the risk assessments and parent letters from St Johns. We will be resuming swimming after half term. A governor asked if the school pays for swimming. Yes. It costs us £90.00 per child. We ask parents to contribute half of this. A governor asked if this has an effect on the budget. It does. We have taken the cost of swimming out of the Sports Grant this year. We have saved costs for the Summer Term and this half</p>	

	<p>term. A governor asked if we could ask parents to contribute more than half. No – we don't get half from all parents. A governor felt the cost was very cheap and would be willing to pay more. Maybe we could ask them if they wanted to pay more. We could add this to the swimming letter.</p>	
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