

# St Bartholomew's Church of England First School

## Governing Body

Minutes of GB4B held via zoom on Thursday 30th April 2020 at 9.15am

Present: Cheryl Govier, Gemma Coward, Emma Harwood, Rachael Howe, Lucy Ramwell, Tsonka Hristova  
Absent: Steve Briggs  
Also Present: Sonia Yorke (Clerk)

CG Welcomed TH to our Board and her first meeting. Introductions carried out by all members.

Quote – 'Difficult roads often lead to beautiful destinations' - poignant due to position and challenging times we are in. There is lots to celebrate, our school community is demonstrating good communication, families are sharing stories and staff being so supportive.

Prayer

Agenda Number	Detail	Action
1.	<b>Apologies for Absence.</b> Apologies received and accepted from SB due to personal circumstances. Apologies accepted. Board again offered their best wishes to SB and hoped to see him back soon.	
2.	<b>Declarations of interest</b> None declared	
8.	<b>SEP Visit</b> Report circulated prior to meeting. Judith Barrett, school SEP visited the school on 06/02/2020. Much of the report is key information about the school's current position which is provided by the school and then the SEP's findings in relation to the new Ofsted framework. Visit planned so SEP could see how our ambitious curriculum is constructed. Foundation Lead highlighted all positive events including our twinned toilet event. Contents of the report were celebrated.  <b>Feedback from the report – What are the school's strengths in relation to the quality of education?</b> The curriculum is well constructed and ambitious and is designed to give all pupils the best possible start in life. No aspects of the curriculum have ever been narrowed and a broad range of subjects are taught across the curriculum. Well-crafted home learning has further developed the school offer and parents are keen contributors and support their children well. Teaching is strong and this is evidenced through high quality work in books, quality displays and performance management.  Board agreed this was a positive report, good evidence for school. The school is in a good position for when we come out the current COVID-19 situation and return to a level of normality.  GC has received emails of support from SEP and is checking in on GC, this is one link from the LA that has been extremely supportive and helpful.  Governors enquired if staff were managing the queries and questions from parents? GC explained that the situation is manageable if expectations are clear to all. LR, staff governor, explained that teachers care about their pupils, these are challenging times, but learning to manage the work load. They had clear guidelines of about working only 9-3 and taking allocated leave. Parent governors praised the quality and well managed quantity of work sent home, and the support offered by the school.  Board wanted to celebrate the achievements of the brilliant team at St Bartholomew's. Action CG to write letter to all staff.  Discussion followed on what school may look like when reopen. Concern for well-being of staff	

and for pupils when school reopens..

9.

### **Subject Lead Reports**

**All lead reports circulated prior to meeting. Questions are all answered by the individual phase leads.**

#### **EYFS Phase Lead Report Questions**

**With it being recognised that very few children read at home in Wren class, are there any actions planned now that we find ourselves in this new and challenging place to attempt to encourage reading at home?**

#### **Yes they include:**

- Check ins with families that we have not heard from via email.
- Accessible texts used in English planning to enhance key skills.
- TAs making a list of family favourite books that the families like to read.

**Are there any actions planned for the targeted children who we had hoped would reach their ELG's this summer now that we find ourselves with a partial school closure?**

- Planning is focusing on key skills that we would like children to achieve by the end of the year. Phonics sessions planned for daily use using a new resource that gives families a phonics lesson to watch and take part in. This is linked to the new way we have planned our phonics

**Are all children being set the same home learning or are different groups being targeted in different ways?**

- All children are being set the same home learning, however as teachers we are in contact with parents via email. We are answering parent's questions and also seeing the work that has been done. We are also having conversations with individual families about how to challenge and also tailor back the activities where possible.
- I really do feel that it's important to consider the families mental health alongside this question too. Whilst we all know there are stages of development that the children have to reach for all the areas we also need to account for their SEMH needs at this time. Lots of conversations I am having with parents now involve such things as they are struggling to get their child to focus, their child has lost their spark etc. We have lots of parents who are trying to work to keep their family afloat alongside home educating their children and this is a challenge. As trained teachers we can bridge the gaps that all children may develop in this period of time in their reading and writing however 'fixing' children with social emotional and mental health needs are more of a challenge sometimes and take a little longer.

**Boys reading has improved by 20% from BARE now 60% ARE or above.' – with reading being a key area for development, what has been the key to this improvement in boys reading?**

- Phonics box.
- Making boys a complete focus in team meetings, planning etc.
- Balancing books for enjoyment and confidence and phonics. Children have received two reading books.
- Increase in reading volunteers.

#### **KS1 Phase Lead Report Questions**

**Is the work being set for children in home learning the same across the board or are children being set differentiated learning? What about targeted children for different areas of learning and those on target for AARE?**

The work that has been set is mostly differentiated by outcomes, for example; when marking the children's work on Purple Mash or work that has been emailed in, our marking would reflect the child's ability from when we began home learning, for example;

- If a child did not meet GD standard within their home learning, we would ask them to redo or amend, this would be the same direction as in class.
- If a child who is targeted for ARE, we would be giving feedback to highlight this, the same as we would in a lesson such as picking up on punctuation, capital letters, letter formation.
- We are also mindful of the English and Maths targets that we set for Spring and always

have this at the back of our mind when giving written feedback.

- The message we are giving to our parents and most of all our children is the standards at St Bart's have not changed, even in this current climate.
- Keywords such as 'non-negotiable' have also been used in emails correspondence to parents/children and Purple Mash as this is consistent classroom vocabulary which the children understand. This message was also reinforced by our class letters.
- However, at the same time we demonstrate compassion and understand that home learning most definitely, is not the same as in school. It is with this in mind, the teachers across Year 1 and Year 2 are guided by knowing each and every child, along with the family background and circumstances. This helps us to understand and be mindful and supportive, via the class email system or the phone calls home, not to lower our standards but to be creative to children accessing the work.

To support the children to manage their feelings and behaviour due to having a high level of Social Emotional and Mental Health alongside poor Emotional Literacy.' - In what ways are we trying to support this in the current climate?

Children are still accessing a full curriculum; PE, English, Maths, Science, PCSHE, Geography, History, Computing and Art. As a school we have spent and invested a lot of time in supporting Social Emotional and Mental Health it is even embedded within our School Development Plan. As a school this is the underpinning fundamental message we have given to parents and children. Children across KS1 are accessing PCSHE through lessons and the use of emotional literacy exploring their feeling during COVID-19. Children have also accessed;

- Calmer Classrooms,
- Taking regular movement breaks such as fidget breaks, Yoga exercises planned between learning.
- ELSA work books
- SEN and class email- access to support if finding it difficult.
- COVID-19 books around anxiety PDF
- COVID-19 books around explaining social stories PDF
- Mo-Jo
- Regular daily exercise
- Jo Wicks
- Mindfulness
- Resources to make visual timetables to create at home
- Access to Educational Psychologist (Parents) 30 minutes if needed.
- PFSA referrals and Early Help Assessments when families are struggling and it is needed.

With us being aware that reading at home in year 1 is limited, are there any considerations as to how this can be supported/encouraged now we find ourselves in the challenging position of school closure?

- Children took two books home with them at the beginning of the home learning procedure. Children have been given links and access to a wealth of sites to promote reading such as; Oxford Owls, Vooks, Collins Big Cats, Love of Reading, Book Trust. Alongside this we know how important it is for children to also hear others read for passion of books, intonation, style so children have been sign posted to accessing; bedtime stories with the added dimension of linked comprehension, David Walliams 11 o'clock story session and Oliver Jeffers .
- Children are also accessing comprehension, which has been planned, within their English to keep the vital skills of reading and comprehension skills such as inference and the retrieval of information.
- Children in Year 1, from last week are now accessing three mastery phonic lessons in order to support their phonics skills, which underpin reading and writing. These are accessed through the English Hub and are delivered by trained teachers.

#### **KS2 Phase Lead Report Questions**

Year 4: 'Writing is still some way off target and will need at least 3 children to transition from BARE to ARE.' – are these children still being 'targeted' as part of their home learning? How are you setting home learning to provide differentiation? Are you doing anything different/specific for children on target for AARE?

- The work we are setting for English has opportunities for all children to access both ARE and AARE objectives.
- After an initial two weeks of English work mainly focusing on skills, we have now transitioned into extended writing tasks. We are currently using the excellent Talk For Writing Home Learning booklets as a resource for this, although we are writing our own clear criteria for success.
- Each week, we are listing expected text features, alongside text features of AARE standard. All children have the opportunity to include these in their work.
- KS2 lead is keen to promote independence during this time also, so each task is now given as a weekly one, rather than being broken up into daily lessons. This is to enable children to work at their own individual pace and to choose their own way to plan and prepare their final texts.
- Maths home learning tasks are given at least two levels of difficulty (usually three) to enable all children to access learning. Daily maths challenges are set with times tables remaining a high priority.
- Individual learning booklets have been prepared and supplied to children working considerably lower than ARE.

How are you monitoring and assessing the home learning children are doing?

- Monitoring and assessment is highly challenging. Our weekly welfare calls to vulnerable families include conversations about accessing home learning.
- Each class also has their own email address which parents can contact in case of any difficulty accessing resources or with any queries about the tasks set.

Parents have given highly positive feedback about the range, variety and carefully considered amount of tasks set:

- "Thank you for not over loading the children with tasks each day allowing those of us working from home to try and balance the two."
- "We've loved working on the maths challenges together!"
- "Thank you for providing such good resources for us."
- While it is clear to see which children are completing tasks set on Purple Mash, it is harder to monitor the tasks children are completing in their home learning books. From this week, we have been making email contact (using class email accounts) with families that we have not yet seen completed tasks from. The number of families is proportionally low, we have seen evidence of completed tasks from approximately 90% of children.
- Parents are emailing in photos of completed work.
- Parents have been encouraged to post photos of home learning on our school Facebook page.
- Planning now includes opportunities for children to send in their extended writing tasks so progress can be monitored during this closure period. This will be extended to Maths work in future planning.
- Feedback given on Purple Mash has the same high expectations as in school. If work is considered to be lower than the expected standard for that child, clear feedback is given with tasks reset as a 'redo'.
- Teachers use their knowledge of each child and family to support them carefully and compassionately. Parents are able to contact class teachers and a response is given within 48 hours, though in most cases much sooner. Parents are also commenting difficulties on Facebook and these are swiftly picked up on and any technical issues solved.

OVERRIDING QUESTION from all phase leader reports: What is the expectation of teachers in assessing and monitoring home learning? Have the government given any guidance on this?

GC responded to this question which Phase Leaders had fed back on:

- Teachers are asked to monitor their class email accounts and respond to queries within 48 hours.
- A video guide was prepared and sent to staff showing how to provide feedback to tasks on Purple Mash.
- To my knowledge, there has been no government directive on expectations, merely

resources provided for home learning such as Oak Academy. (Taken from: <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>)

- Unions say teachers should not be expected to give same level of feedback and mark.
- St Bartholomew's is one of several schools included in a document to all schools in Somerset demonstrating exemplar ways of sharing home learning. We have also been asked to share what we are doing online.

### **RE and Collective Subject Leader Report**

What does deeper thinking in RE look like? How is that being shown in the new floor books?

Deeper thinking is gained through deeper questioning and the sky being no limits on the answers. i.e. I wonder what God looks like? Any answer is possible. In time older children show us deeper thinking by making connections between beliefs and philosophical ideas. These are being shown in floor books by writing children's responses to questions on post it notes (younger) of children writing their own thoughts/ ideologies.

How will deeper thinking be encouraged in RE home learning during school closure?

RE planning is still being stick to and timetabled on teachers plans.

Links to worships led by the Doicese on Facebook.

Have you got any plans for further challenges (like the compassion challenge) – is there an opportunity to do something virtually in this time of school closure?

Not yet but this is a good idea.

How are you doing assessment in RE?

We are using the assessment sheets from the diocese website. All children begin as green for expected. Children will be highlighted in red if they are not contributing/ have misconceptions etc and Gold if they have linked ideas offered opinion backed with what they know etc.

How do staff ensure differentiation in RE? And is that being implemented in home learning tasks now that we find ourselves in the current situation of school closure?

This is still an area we need to develop and was identified in my RE subject scrutiny. One lesson is planned for and suggestions may be given to help your child extend if parents wish to.

### **PE Leader Report Questions**

How is physical activity/PE being encouraged now that we are in the situation of home learning?

As a Real PE member school, we were provided with a free login to 'Real Play'. Real Play includes over 250 activities and challenges for children and parents to do together at home. An announcement was put onto the school's Facebook page with login details for parents.

A document has been created, and will soon be made available to parents, with links to different websites that are offering free resources and activities - enabling our children to enjoy the benefits of PE and physical activity outside of school.

The activities included in the weekly planning have been planned to last no longer than half an hour, and there are no more than 3 activities a day, to allow time for exercise.

Physical activity is also included in expectation document for staff – full time = 1 hour per day of exercise during working day.

### **SEND Report questions**

Are parents using the SEND email address during this time of school closure effectively to gain the support they may need at this time?

So far 9 parents of children, who are currently on the SEND register have been in contact. This includes our student who has an EHCP. Most requests are appropriate. Support requested has varied from that which can be directed to class teachers and/or more specialised requests for support which has required me to liaise with other professionals. For example, two children now have weekly check ins from the Autism and Communication team as a result of emails received and two children have had Thrive reports sent home with ideas for in the home from the SEMH team. Although the amount of parents using the SEND account is not really high, it is clear that all members of SLT and teaching staff have very joint up liaison. I am able to contact staff often to see how SEND children are getting on and from using our safeguarding platform I can see when communication is happening and when resources like ELSA packs, are being sent home.

Each child on the SEND register is receiving differing provision to meet their needs' – is this continuing for home learning?

In order to achieve a maintainable workload, teachers have not been requested to create differing planning for children on the SEND register, who have learning and cognition needs. A lot of our differentiation takes place via quality first teaching and the use of resources, in school technology and adult support, which cannot be replicated at home. Instead, parents, when required, have been directed to the planning that is the level their child is working at. For example, a child with learning needs in year 4, who is working at a year 2 level, is dipping into both the year 2 and year 4 planning. Support for other children on the SEND register, particularly those with SEMH needs, is still being provided, as many are on our welfare check list and teachers/myself, have offered if they would like symbols, timetables etc created and send home to support learning.

How has the support set up by the SENDCo for SEND children during school closure been received? Has it had an impact?

Due to the SEND email account being an opt in for our SEND parents it means I cannot send out weekly resources/ideas to all parents and can only speak with those who get in contact. However, I will ask for a message to be put in this week's newsletter to remind SEND parents that the email address/support is there. I think it has had an impact, as those who are struggling the most have received support when needed. This was highlighted when a referral for one family was made to the free COVID-19 Educational Psychologist service and we were told that it did not meet threshold due to the high level of support already in place.

GC added that our SENDCo is in the process of handing over to her maternity cover, well prepared handover, sharing of knowledge for a smooth transition.

#### **Foundation Lead Report**

How often are Geography, History and Science learning tasks set for all year groups during school closure?

The work provided will be one piece of English, Maths and one other piece of work from the curriculum each day. Some year groups are teaching topic weeks (e.g. year 1 focus on mini beast this week), while others are teaching a science and a geography/history once a week. I have been in discussion with the teacher planning the geography in KS2 and stated the key area we need to focus on is map reading and children's locational knowledge.

How do you differentiate home learning tasks for children of different abilities?

Home learning tasks are broad providing opportunities for children to extend their own learning (e.g. in KS2 a task was set to use google maps to look at local coastal locations). Also I have created a document for each subject that has links and apps parents can explore to extend or support learning these will be added to the school website in the near future.

Are there opportunities for children to continue to be 'globally aware' in this time of school closure?

I am currently looking at key dates in May to share with our school community to continue to make our children compassionate global citizens. Activities will be added to our school facebook page for parents to use.

May 15th - International Families Day

May 21st - World Day for Cultural Diversity

May 25th - Africa Day

With things like science week unlikely to happen, are children still going to be given opportunities to take part in these exciting weeks virtually?

I am currently exploring different ideas for science week. I am trying to find activities which require household objects so majority of our families can access it. If we do return to school before the end of the academic year, this would be a great event to share with community. Next week we are celebrating VE day. Each day there are two activities for families to choose from. This will be a great opportunity to see if our families take part and what we can use for science week.

	<p><b>PCSHE and Sex and Relationships Comments and questions</b></p> <p>No questions raised for this report. Very helpful to look at this document as a whole staff during Inset. Consultation will begin in the next newsletter and the policy will be posted on our website. Teachers will make an appointment with any interested parents to talk through the policy. This process will be made clear in the newsletter.</p> <p>Board thanked all leads for their in-depth and thorough reports. Clear that staff know pupils well at St Barts.</p> <p>Action – CG to send thankyou email to all staff concerned.</p> <p>Ofsted training useful – see it coming into Lead reports, therefore governors can talk about impact when asked.</p>	
10.	<p><b>Area School Provision</b> <b>Update provided by GC and CG</b></p> <ul style="list-style-type: none"> <li>• The last scheduled meeting did not take place due to the Covid-19 situation.</li> <li>• There are still things happening behind the scenes and when we come out of the COVID -19 situation the Area Review is likely to escalate quickly.</li> <li>• Overview provided on the situation.</li> <li>• Hinton St George voted on consultation and will move to primary accepting year 5 from Sept 2020 and Year 6 from Sept 2021.</li> <li>• All schools continue working together very supportively during this pandemic</li> </ul>	
11.	<p><b>Christian Ethos</b> <b>Collective Worship and RE from home</b> - covered in lead report above.</p> <p><b>Staff Wellbeing and Spirituality statement</b></p> <p>GC informed the board the the inset day used to write these two statements was a very emotional and overwhelming day. Feedback from a student on a placement in school at the time was that it had been an honour to be involved in such an experience.</p> <p>The Board welcomed the statements, both were agreed by all present.</p>	
12.	<p><b>Policies</b></p> <p>All policies marked with * have been rewritten and being approved as part of the policy schedule. All drafts circulated prior to meeting.</p> <p>Anti Bullying Policy* - agreed by all present  Compliments, Concerns and Complaints* - agreed by all present  Online Safety Policy* - agreed by all present  Attendance Policy* - agreed by all present  Recruitment and Selection Policy* - agreed by all present  Grievance Policy*- agreed by all present  Accessibility Policy – 3 year document – agreed by all present</p> <p>Lock Down Policy – still unable to proceed with this policy due to phone system upgrade, still being actioned</p> <p>Action – agreed policies to be uploaded to school website</p>	
13.	<p><b>Governor Monitoring Visits</b></p> <ul style="list-style-type: none"> <li>• Spring term visits were unable to take place as school went into Covid-19 lockdown the week governors were booked to visit.</li> <li>• 2 visit reports - Collective worship and Christian Distinctiveness from visits earlier in the Spring term were circulated from CG.</li> <li>• LR reported that some staff not received previous visit reports for their feedback, LR will email these governors direct to process.</li> </ul>	
14.	<p><b>Training and Recruitment</b></p> <p>Action – SY to circulate skills audit so that training requirements can be identified for next academic year.</p> <p>All Board members aware of the CPD on line training package – Action SY to set up TH with log in etc</p>	

	<p><b>Additional Item not on Agenda</b>  <b>Actions to be considered during period up to re-opening for when school does re-open</b></p> <ul style="list-style-type: none"> <li>• Wellbeing of staff</li> <li>• Safeguarding – considerable spike expected on return to school</li> <li>• Increase in DSL workload</li> <li>• Transition back into school – children and adults – large groups</li> <li>• Transition to next school and Transition for new EYFS</li> <li>• Anxiety about letting children return to school – our expectation, relationship with families, our school values</li> <li>• Good systems in place at present to build on</li> <li>• Social distancing</li> <li>• Notice period</li> <li>• Staff capacity on reopening</li> <li>• Look after leadership team – GB expressed concern for SLT – CG to link up with other Chairs to see if they can highlight this concern</li> <li>• Communication and engagement with families</li> <li>• Impact on education – assurance that schools will not be penalised</li> <li>• Recognition of negative and positive impact of situation – some SEND pupils and thrived and pupils have shown creativity with life skills</li> <li>• H &amp; S – risks to staff and pupils</li> </ul>	
15.	<p><b>Feedback from this meeting</b></p> <ul style="list-style-type: none"> <li>• Board asked to be extra vigilant and particularly mindful of GDPR while we are holding meetings remotely and using emails more frequently. It is important to follow good practice; always remain professional, regularly look through and clear your inbox of any unneeded emails, if any queries strongly advised to contact school for clarification</li> <li>• Good that the meeting divided up</li> <li>• GC thanked CG for her continued and exceptional support during this difficult time, CG has kept abreast of legislation and has been there for GC when needed.</li> </ul>	
16.	<p><b>Date Time and Venue of Next Meeting</b>  TBC – GB5 scheduled for 7<sup>th</sup> May 2020 cancelled due to Covid</p>	
17.	<p><b>Next Meeting Focus</b>  TBC</p>	

Meeting Closed: 11.03

Signed as a true record:

Date:

Final Quote – The beautiful thing about learning is nobody can take it away from you – let's celebrate whatever we are doing.