**MINUTES TEACHING, LEARNING,**

**PUPILS & COMMUNITY COMMITTEE**

**Thursday 11th February 2021 at 5pm via Zoom**

**Governors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Will Young -Chair (WY)** | **Y** | **Simin Soleimani Darino – (SSD)** | **NA** |
| **Jemima Wade – Head teacher (HT)** | **Y** | **Tsedey Yilala – TD** | **Y** |
| **Laura Brown – LB** | **Y** | **Kareen Baker – KB** | **Y** |

**Others**

|  |  |  |  |
| --- | --- | --- | --- |
| **Debra Easter – Deputy Head Teacher (DHT)** | **Y** | **Reena Merali – Deputy Head Teacher (RM)** | **Y** |

*\* Y attended, A apologies approve, NA no apologies.*

*Clerk: Lena Seed*

|  |  |  |
| --- | --- | --- |
|  | **ITEM** | **ACTION** |
| **1.** | **WELCOME/INTRODUCTION** |  |
|  | The Chair welcomed everyone to the meeting and noted the meeting was quorate.  Tsedey Yilala was not present at the beginning of the meeting.  Simin Soleimani Darino did not attend the meeting.  **Action:** The Clerk was asked to send out reminders ahead of the next meeting. | **Clerk** |
| **2** | **DECLARATIONS OF INTEREST** |  |
|  | Governors were invited to declare business interests against any agenda item.  None were declared. |  |
| **3.** | **Election of Vice Chair** |  |
|  | Kareen Baker was elected Vice Chair of the Committee for the remainder of the Academic year. |  |
| **4.** | **Minutes and Matters Arising** |  |
| **4.1** | The minutes from the meeting on 12th November 2020 were accepted as a true record and duly signed on Governor Hub by the Chair. |  |
| **4.2** | **Matters arising**  **Attendance** – deferred due to school closure. |  |
| **5.** | **Remote Education Update** |  |
| **5.1+5.2** | **Remote Learning Self-Assessment & Sample work/lessons**  The Chair thanked the HT and her team for the copies of timetables & work received to inform governors of remote delivery of the curriculum.  The Committee received the Self-assessment and noted that although some areas were amber these were an excellent achievement in the context of school lockdown.  The HT concurred. She reported the school was providing 3 live lessons daily and had achieved this from day one of lockdown. Whilst some schools were providing a full timetable of live lessons, the HT felt the 3 live lesson model was perfect for the Argyle Community and was particularly proud to be able to continue Latin, Music & PE.  RM highlighted the DfE recommendations of best practise in terms of remote learning and noted the DfE concurred a full live timetable was not necessarily the best.  **Lesson Observations:**  The Committee received the HT notes on lesson observations and noted the focus on pushing quality and ensuring progressing and engagement.  The Chair reported he had observed an online lesson and had been impressed by the engagement of the children via the chat function allowing a constant succession of relevant discussion.  KB reported she had also observed a year 2 and year 4 lesson and had been surprised at the extent of engagement, particularly by the shyer pupils. |  |
| **5.3** | **Online Attendance**  The Committee reviewed the online attendance and noted it was mostly in the 90s with year 2 the only outsider in the 70s.  RM clarified remote learning for year 2 this week had been in the early 90s and the DHT noted the earlier figures included refugee children who had not been able to access online learning. These children had subsequently moved. |  |
| **5.4** | **Parental feedback:**  The Committee received the parental feedback and noted it was incredibly positive. Any concerns were centred around the fact that school closure was not an ideal situation, but parents were happy with how the school handle remote learning.  The HT noted some teachers had been nervous at the prospect of live lessons but had been reassured they were good teachers.  The HT reported a single incident of a parent being unpleasant in a live lesson but noted this parent had a history of being unpleasant with teachers.  **Q: what was the response rate:**  HT – 40 parents  The Committee discussed parental feedback and inclusion. LB suggested considering a more holistic view and triangulating data also via informal channels of feedback.  The HT noted the SendCo had had spoken with every parent with children with SEN and had invited them into school and this for example could be a source of additional information.  **Action: The Chair suggested this be tabled for further discussion once schools reopen.** | **Clerk** |
| **6** | **Data Update** |  |
|  | The Committee received the AUT2 19 to AUT2 20 data and noted the impressive progress in KS2, especially in years 5 & 6. The Committee noted progress had been slower in KS1.  The HT concurred and reported building blocks were missing following the first lockdown.  *TY joined the meeting 17.32*  The Committee discussed whether the breaks in education were more significant for KS1 and whether additional resources should be targeted at those younger children who may need more time to catch up.  HT concurred that ideally KS1 children would need 1 to 1 reading but further noted the substantial gaps in writing and maths. She highlighted the importance of taking time to allow children to catch up and noted the curriculum may need adjustment accordingly going into next year.  The HT also highlighted the need to review the SIP once schools reopen and create a revised focus on what can and must be achieved by the end of the academic year.  **Q: in the absence of SAT’s does that create an opportunity to redeploy resources from year 6 to the younger years?**  HT noted TA’s could possibly be redeployed from KS2 to KS1.  **Q: Regarding the gap identified in the curriculum self-assessment between high and low achievers across all years– did this always exist?**  HT replied this related to remote learning where TA in class support in smaller groups was unavailable. It was identified as possible that the gap between high and low achievers was widening as a result of this. On the converse it in KS1 most pupils are supported by parents during lessons. |  |
| **7.** | **Wellbeing** |  |
| **7.1** | **Staff**  The Committee discussed the staff questionnaire and noted whilst generally positive some tensions were evident particularly around TA’s.  The HT reported in detail on the wellbeing initiatives since the first lockdown and noted this had been a central focus and decisive action had been taken. The aim continues to be to ensure staff feel they are treated with respect, kindness and compassion. The HT identified some specific changes that had been made for the current work patterns and circumstances. School day had been shorted to end at 2.30, scheduled meetings had been reduced and rota systems had been introduced with scheduled time at home. These arrangements covered all staff, including Cleaners & Caretakers, Admin staff, Teachers, Support and Agency staff.  In addition, work continues on the Trauma-Informed practice and is being linked up via the staff Wellbeing Task Team, with the support of Ed Psych and a Camden officer. There have been a few moments of difficulty and clearly this is a particularly challenging time for everyone. For now, the HT has taken a step back from those meetings in order to support the Task Team to develop proposals for further measures or approaches that may be helpful.  The Governors emphasised their support for this work, and noted that many people were experiencing mental health issues and reduced resilience. KB suggested further work could be done in respect of the induction of agency staff to ensure they felt more embedded within the school which the HT concurred.  The HT also suggested a member of the admin team join the Wellbeing Task Team.  The Chair summarised it was a complex situation and would remain on the agenda.  **Action: Clerk to table a verbal report from the Task Teams at the summer T&L meeting.** |  |
| **7.2** | **Pupil wellbeing**  The HT reported pupil wellbeing had remained on the agenda and noted the importance of balancing on and off screen time. Teachers were delivery sessions in a fun, nice and warm way which had had a positive impact.  During pupil mental health week students had been asked to produce video or piece of artwork doing something they really enjoyed. This work had been celebrated.  A virtual playground had been set up for each phase for 1 hour per day monitored by a staff member and in response to parents’ comments about lack of physical activity, virtual lunchtime fitness had been re-introduced in addition to PE lessons.  **Q– do we have a sense of which children are finding lockdown particularly hard?**  HT –noted teachers were proactive in picking up concerns in live lessons and via the playground or HT’s chat.  CPoms allow staff to record concerns on an ongoing basis but also teachers continued to act throughout the day. |  |
| **8.** | **Curriculum** |  |
| **8.1** | Reena Merali presented a school development project on *‘Raising attainment in maths and science through blended learning.’*  RM started with a summary of the journey from first lockdown to the current ‘*live lesson system’*. Following the introduction of Google Classroom, ongoing training of staff and the purchase of 140 devices; by September it had been agreed that homework would continue to be set on Google Classroom.  RM noted that Google Classroom was now embedded so the question was how to capitalise on what has been learned this past year.  RM proposed the school continue to use a wider range of technology after reopening and introduce the use of blended/flipped learning for some subjects.  RM explained B*lended Learning* was a reversal of traditional teaching where students gain access to new information outside the classroom, with the classroom used to consolidate learning. Evidence supports *‘Pre-teaching rather than Re-teaching’* in particular for students working ‘under age-expected’.  The proposal is to use Google Classroom to show children upcoming learning to be watched as homework. Supported by targeted quizzes staff would understand what students find more difficult in advance of lessons.  Further RM proposed a wider range of technology could be used in school via:   1. Ensuring staff and students comfortable using the tools already known such as Google Slides 2. The Creation of links with other schools who use technology well.   **Q: what would your implementation plan be?**  RM - Ideally this will be introduced from start of summer term most likely with KS2 initially. |RM noted the importance of introducing and evidencing the rationale of pre-teaching to teachers. The plan would be to tackle gaps in learning alongside the introduction of pre teaching.  **Q: are there concerns that pupils may not pre-watch?**  RM concurred some children would not watch the pre-learning homework, but these would typically be students who would not have done their homework previously and it is hoped they will be more inclined to watch a video than do other homework. It is also anticipated that some students who lack confidence will grow that confidence and feel able to participate.  RM further noted the importance of low stake testing as a driver of progress. The Diagnostic quizzes which accompany pre-learning enable identification of particularly tricky subject areas as well as of children who are struggling with the learning of a particular subject.  RM noted this change would be a challenge for some students and would be introduced in collaboration with wellbeing.  **Q– would it replace homework?**  RM confirmed reading, spelling and comprehension would not be replaced but in KS2 pre-teaching was known to have greater impact than consolidation.  **Q: Is there a concern about the development of writing being impacted by increased keyboard use?**  RM concurred the importance of the development of writing and confirmed comprehensions would remain unchanged for that reason. However, she further noted that this generation were using computers for highlighting and revision notes in a way which was new.  The Chair thanked RM for her presentation and looked forward to further updates. |  |
| **8.2** | **Catch up funding:**  The HT reported this would be revisited once schools reopen, with the priority being identifying and looking after those children who are most behind.  A paper on national initiatives is expected form Camden after half term.  **Action: Clerk to table for summer term agenda.** | **Clerk** |
| **9.** | **Safeguarding, Behaviour & Attendance** |  |
| **9.1** | **Issues from implementing elements of the safeguarding policy on remote learning.**  The HT reported the school had implemented protocols from the beginning of lockdown to ensure immediate follow to any concerns.  A parent agreement regarding behaviour online had been put in place and monitoring of the virtual playground had also been implemented.  The HT noted the importance of clear communication:   * with children of key messages such as online safety and tools to identify fake news and * with parents to ensure they call or email if they have concerns.   **Q: what about safeguarding concerns and children receiving early help?**  HT reported all children were in school where there were significant concerns and attendance was being monitored rigorously for everyone and actioned often direct by HT if CP & CIN. She noted that following first lockdown family breakups and violence had come to light but everyone continued to remain vigilant to pick up concerns.  **Q– have there been any instances of bullying online?**  HT – no in fact we have been pleased with how kind children have been to each other. |  |
| **9.2** | **APPROVAL:**  **Safeguarding policy Addendum for remote education updated was approved.** |  |
| **10** | **Policies** |  |
|  | **APPROVED:**  The Following policies were received and approved by the committee:  SEND – annual review.  Admissions – annual review  Intimate Care – review in spring 2023 |  |
| **11** | **Impact – Argyle Adventure & Code** |  |
|  | The Governors reflected on the Argyle Adventure and Code and noted the clear visibility of the key value of *‘taking care of others’.*  *‘Loving learning & challenge’* was also evident in lesson observations and work examples, and the presentations by RN had emphasised how the school continues to innovate its learning.  he Chair was pleased to note the **‘Argyle Adventure’** was being kept alive in spite of lockdown and developing confidence remained key.  LB noted the focus on collaborate and communication and cross year relationships.  The Chair encouraged governors to engage proactively with the agenda for the meeting and to communicate any ideas to the Clerk or Chair ahead of meetings. |  |
| **12** | **AOB** |  |
|  | TY suggested the school make more proactive use of its *‘Principles of the superpower learners’* and consider the marketing of the impact of these important values embedded in the children.  **Action: The HT suggested this be explored by governors at a development day.** | **ALL** |
| **13** | **Confidential items** |  |
|  | None |  |
| **14** | **Future Meetings** |  |
|  | **Spring 2021**  FGB 25th March  **Summer 2021**  TLPC 13th May  FGB 17th June    Time of meetings:  FGB 6pm  Committee meetings: 5pm |  |

There being no further matters to discuss, the Chair thanked those present for attending and closed the Meeting closed at 19.00.

Will Young, Chair of Argyle Primary School TLPC Committee