



The Vineyard School Governing Board

Minutes of School Development & Pupils Committee meeting held via Zoom on 4th November 2020 at 6pm

Governors Present: Alice McArdle (AMA)
Lynne Woolley (LW) Chair
Chloe Garth (CG)
Antony Cook (AC)
Kirsty MacEachen (KM)
Ruth Whymark (RW)

In Attendance: Daisy Dempster (DD) Early Years Director of Learning
Laura Reilly (LR) LKS2 Director of Learning
Rosie Fletcher-Brown (RF-B) LKS2 Director of Learning
Matt Collier (MC) UKS2 Director of Learning
Rebecca Spies (RS) Computing and Technology Lead
Charlotte Axbey (CA) Assistant Head Teacher and Inclusion Manager
Anna Mantle (Clerk)

Absent: Simon Williams (SW)
Tara Lawson (TL)
Fern Carter (FC)
Anke Monestel (AM)

Meeting started at 6.08pm.

Item	Action
1. <u>Apologies for Absence</u> Apologies received and accepted from Simon Williams, Tara Lawson, Fern Carter and Anke Monestel.	
2. <u>Governors' Declaration of Interests</u> No direct or indirect pecuniary interests were declared.	
3. <u>Remote Learning Policy</u> Rebecca Spies, Y3 Teacher and Computing and Technology Lead, took governors through the highlights of a recent survey carried out with parents to gather their feedback on the remote learning provided during the first lockdown. Highlights include: <ul style="list-style-type: none">64% Satisfied or Very Satisfied with the provision.There was a general feeling across the school that there was not enough specific feedback from teachers, although some received praise for their engagement.The programme offered needs to be flexible and allow for juggling the home school demands of multiple children	

<ul style="list-style-type: none"> The programme needs to offer enough interaction to help combat loneliness and enough feedback to help keep motivated. <p>Remote Learning offering based on the feedback:</p> <ul style="list-style-type: none"> More daily contact – with daily registration where tasks will be introduced and feedback provided from the previous day. Some elements will be pre-recorded to allow flexibility of access both in terms of time and also the device used (and YouTube used as platform for videos since it is more stable and more accessible on phones etc.) Offering similar across the year groups, with a slightly different offering for Reception (based on the free learning approach in Early Years), but based on the same principles. <p>Alice McArdle (AMA) provided feedback from her first hand experience delivering the remote learning provision since her year bubble were just coming to the end of a few days self isolating (the majority of the self-isolation period fell over half term). She reported that attendance had been high; a whole class registration at the start of the day had helped them identify and follow up absence. 1-2-1 interaction and support over Zoom had been arranged to support reading and assist children struggling with the tasks set. The children responded well to feedback and all children submitted most of the work.</p> <p>Governors asked whether the school is in a position to support families without the requisite IT equipment to access the provision.</p> <p>The school has purchased 60 chromebooks for the classroom and have another 60 on order. Chromebooks will be loaned to families to facilitate learning at home.</p> <p>AC commented that Friends of The Vineyard/PTA fund raising activities might be directed to help support this.</p> <p>Governors thanked RS for her presentation and for her hard work. RS thanked KM for her assistance with the survey.</p> <p>Remote Learning Policy signed off. Review date: 1 year Add to agenda of next meeting for brief discussion on impact of the policy.</p>	<p>Add to next agenda</p>
---	---------------------------

6.35pm Rebecca Spies leaves the meeting.

<p>4. <u>Baseline data assessment</u></p> <p>The Directors of Learning shared the results from baseline data assessments and summarised the findings for governors. The children had completed GL assessments which provide a standardised age score. Its scoring does not take into account lockdown.</p> <p>Each year group was discussed in detail. Summary documents were shared in advance of the meeting and sent around to accompany the minutes for governors absent from the meeting.</p> <p>Directors of Learning summarised the interventions being undertaken to support areas of weakness and to push children to reach their full potential.</p> <p>Attendance across the school is positive and all year groups have settled back into school life well. There was discussion for all year groups about the challenges posed by the high numbers of EAL children; this seems to pose the biggest challenge in the Early Years stage.</p> <p>Governors asked how comfortable the Directors of Learning were with the current situation compared to what might have been expected in a “normal” year. They reported that the lockdown had impacted learning in different ways and addressed these in their individual presentations.</p> <p>Matt Collier took governors through the data for Years 5 and 6.</p>	
---	--

In Y6, MC explained that the assessments undertaken do not quite reflect the SATs test and that practice mocks will be taken. However, the year group had performed well compared to the national average in the GL assessments and he had been expecting to see more gaps.

Governors asked what capacity there was for stretch and challenge, as well as gap-closing. MC explained that interventions would focus on assisting children who showed potential to reach greater depth as well as the children not meeting age-related expectations.

Laura Reilly and Rosie Fletcher-Brown took governors through the data for Years 3 and 4. Neither years are operating at capacity at the moment.

They explained that behavioural issues evident in the Y4 cohort (Y3 last year) before lockdown had gone away and that the children were now more responsive and keen to learn.

They emphasised how useful it is to have a higher level Teaching Support Assistant in the classroom to help them consolidate learning and maximise impact for each group in the class. This is possible because planning time takes place on Wednesday afternoons for the whole school.

There has been an emphasis on phonics at the start of the Autumn term.

There was a discussion about how summer born children are supported. LR explained that none of the children are put into set groups or streams. Subtle assistance is provided through extra questioning and working together in small groups.

Alice McArdle took governors through the Years 1 and 2 data. She explained that the Y2 children are due to take their phonics screening in December because they missed the usual screening due to lockdown. 67% are currently at the level they should be.

In Y1 the focus is on rebuilding learning behaviours. She reminded governors that the children had never taken GL assessments before so some of the results could be down to a lack of experience/understanding of the assessment methods. She also explained that feedback from parents had been that, where they had multiple children, the focus had been on supporting older siblings. It is also true that in the home countries of many of the EAL children, formal education does not start until later, therefore this could account for a lack of focus on home schooling during lockdown.

RW expressed her confidence that the gap would close quickly now that they are back in a formal education setting.

Governors asked about how parents were being asked to provide support at home. AMcA outlined the support provided to parents, including online meetings, regular updates of the pupil portal and support for parents with phonics sounds.

Daisy Dempster provided an overview of Early Years. There was a discussion about the number of children with SEND support. There are a number who should have been helped to start the process of applying for support at nursery.

DD explained the different baseline assessment that had been carried out in Reception. There are fewer children working at a higher level this year and most children do not have much phonics understanding.

DD also talked governors through some of the adjustments that have had to be made to the learning space due to Covid-19 restrictions.

Governors thanked all the Directors of Learning for their time and for the update.

8.15pm Directors of Learning leave the meeting.

<p>5.</p>	<p><u>Healthy Eating</u> CA provided an overview of the paper that had been circulated ahead of the meeting. The school is planning to apply for the Healthy Schools Award this year. CA explained that there had been an increase in unhealthy snacks coming into school during the day and teachers had noticed children are being fed almost instantly when they are picked up from school. The paper set out plans to insist on a healthy fruit/veg snack in school and no post-school snacks until children leave the premises.</p> <p>Governors agreed with the intention of the plan. They commented that the message needed to be clearer. An infographic was discussed.</p> <p>Governors asked whether any investigation had been carried out into whether the increase in snacks at the gate were linked to problems with the school lunches.</p> <p>Governors also asked about the implications for cake sales. Liz Foster who is leading on the Healthy Schools Award is working on reducing the number of cake sales in favour of smoothies/fruit kebabs etc. to assist with fundraising but reduce unhealthy foods.</p> <p>RW commented that although it was not a significant problem, the number of obese/overweight children measured at the baseline weigh in in Reception and Y6 had increased over the years.</p> <p>Governors approved the paper.</p>	
-----------	---	--

<p>6.</p>	<p><u>Wednesday Intervention Plan</u> CA presented a paper setting out the case for continuing with the Wednesday afternoon intervention and teacher planning time. She updated governors that keeping key adults in the classroom as much as possible (facilitated by them all planning together when the majority of children are out of school on Wednesday afternoons) was a key element in reducing trauma post lockdown. Children requiring extra support (emotional, social skills, physical therapy) are also able to access this on Wednesday afternoons so they do not miss out on further learning, and children who require extra assistance to close gaps do not miss out on other subjects in order to address those gaps. CA emphasised that the DfE was clear that children should not miss out on the wider curriculum in order to catch up post lockdown. She also outlined the After School Club and sports provisions available to provide childcare on Wednesday afternoons.</p> <p>It was agreed that this committee should scrutinise the impact of the strategy and the FGB would have to formally decide whether it should continue.</p> <p>There is no data available yet to demonstrate the gap is narrowing.</p> <p>CA also emphasised that there are unmeasurable benefits in the positive impact on wellbeing. She pointed to the confident, happy return to school of most children as an indicator.</p> <p>Governors commented that if this is a more efficient way of organising the school, it should be considered as something that might be continued post-Covid. More data and feedback is required for the FGB.</p> <p>RW commented that with the exception of one written concern, there had been no formal complaints from parents.</p>	
-----------	---	--

8.40pm Charlotte Axbey leaves the meeting

<p>6.</p>	<p><u>Wednesday Intervention Plan continued.</u> Governors discussed the wellbeing benefits, as well as the cost-savings in having TA support in the classroom, of following this model.</p>	
-----------	---	--

	The Pupil Attitude to School Survey, parent feedback, impacts of interventions and the financial implications will be presented at FGB for consideration. It was agreed that governors in this committee will be updated on progress and that a full review will take place at the end of the academic year.	Add to next meeting agenda
7.	<u>Minutes of the last meeting</u> Governors agreed that the minutes of the last meeting were a true and accurate record. Hard copies to be signed and filed at school at the next opportunity. Electronic copy to be filed online.	
8.	<u>Terms of reference and scheme of delegation</u> The terms of reference for the committee were broadly agreed. Specific roles require review to link them with the strategic goals of the School Development Plan. This will be an agenda item for the FGB.	Add to FGB agenda
9.	<u>Class assignment policy impact review</u> This policy was set for review at this meeting, after it was due to have been implemented for the first time in September 2020. However, class allocations remained the same due to the Covid-19 lockdown. Review will therefore be put on the agenda for the 2021 meeting.	Add to 2021 agenda

Meeting concluded 8.55pm

Date of next meeting: Date and time.

Summary of action points:

Action point	Responsibility
Add review of remote learning policy to next meeting agenda	Clerk
Add review of interventions to next meeting agenda	Clerk
Add review of governance roles in line with SDP to FGB agenda	Clerk
Add review of class assignment policy to 2021 agenda	Clerk