

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held remotely on 20.01.21 at 7.00p.m.

Present

Mrs Julie Martin – Headteacher	JM	p	Mrs Caroline Parsons – Vice Chair	CP	p
Mr Laurence Evans	LE	P	Rev Marguerite Roberts	MR	p
Dr Peter Foreman	PF	P	Rev Keith Tarring	KT	p
Prof Tim Lewens	TL	P	Mrs Anne Ugur	AU	p
Mrs Catherine Martin - Chair	CM	P	Vacancy – Foundation Governor x 3		
Mrs Helen Papworth – Staff Governor	HP	P	Vacancy – LA Governor x 1		

p – present, aa – apologies accepted, na – apologies not received/accepted.

In attendance

Mrs Wendy Guest – Clerk	WG
Mrs Kendra Seed – Observer	KS
Miss Megan Blee – attended in relation to the item on Catch-up Impact for Maths	MB

Abbreviations used.

EDRA: Ely Diocese Regional Adviser, **FGB:** Full Governing Body, **LA:** Local Authority, **OFSTED:** Office for Standards in Education, **YOP:** Yearly Operational Plan. **SFA:** School Financial Adviser, **SFVS:** Schools Financial Value Standard. **SIAMS:** Statutory Inspection of Anglican and Methodist Schools.

Documents issued for the FGB meeting.

Agenda, Draft FGB Minutes 25.11.20, Recovery, Development and Improvement Plan 06.01.21, COVID Risk Assessment January 2021, Strategic Leadership Structure 2021, EYFS Data Autumn Term 2020, Termly Tracker Y1-Y6 January 2021, Steps Target Summary Y1-Y6 January 2021, Steps Rate of Progress end of Autumn Term 2020, Basic Characteristics and Disadvantaged January 2021, Pupil Premium Strategy Statement 2020/21, COVID-19 Catch-up Premium Report 14.12.20, Pupil Premium Catch-up Funding Questions, Sports Premium 2020/21, Assessment Update 2021, Remote Learning Policy October 2020, Remote Learning Offer 2020, Teacher Expectations for Remote Learning, Maths Calculation Policy 2020, EYFS Policy January 2021, Library Policy January 2021, Spiritual Moral Social Cultural Development Policy January 2021, Pupil Premium Policy January 2021, Critical Incidents Plan 2020/21, School Council November 2020, Parent Questionnaire Feedback 2020, School Streets Volunteer Manual, Impact of Catch-up in Maths January 2021, Impact of Catch-up in English January 2021.

	The meeting started at 7.03pm	Action
1	WELCOME REFLECTION – Rev Marguerite Roberts	
2	<p>APOLOGIES FOR ABSENCE</p> <p>2.1. Apologies for absence There were no apologies for absence. However, one member of staff who was due to attend the meeting to answer questions on the Impact of Catch-up for English (item 6.6.) was unwell. The second part of her report was circulated to governors via email prior to the meeting.</p> <p>2.2. Quorum. The quorum for the meeting on 20.01.21 was 6. The meeting was quorate throughout.</p>	

	<p>2.3. Vacancies.</p> <ul style="list-style-type: none"> • There continue to be 3 Foundation Governor vacancies. KS has confirmed that she will be applying for one of the vacancies, but is attending this meeting in the capacity of observer while the necessary paperwork is completed. • LA Governor vacancy. Governors were informed that the Chair has not been able to make contact with the candidate suggested by the LA. The Chair has two further options to pursue. • Parent Governor. Governors were advised that LE's term of office is due to expire in mid-February. The LA has recently decided that the terms of office for parent governors may be extended for 3 months to avoid the need to call an election during lockdown. LE has agreed to his term of office being extended accordingly. • Staff Governor. Following the departure of the previous staff governor, the role has been temporarily taken on by HP who was welcomed to the meeting. 	<p>CM</p>
<p>3</p>	<p>DECLARATION OF INTEREST</p> <p>There were no declarations of interest for the meeting.</p>	
<p>4</p>	<p>MINUTES OF THE PREVIOUS MEETINGS – 25th November 2020</p> <p>Governors approved these minutes as true and accurate. The minutes will be uploaded to the school website as a public record.</p>	<p>WG</p>
<p>5</p>	<p>NOTE OF ACTIONS COMPLETED AND MATTERS ARISING</p> <p>5.1. Actions completed following the meeting on 25.11.20 The Committees Action List 2020-21 (version 4) was available on Governor Zone. Most of the actions are on the agenda or will be deferred due to the latest lockdown.</p> <p>Governors were advised that the following actions have been completed:</p> <p>5.1.1 Planning Application (item 17 from previous minutes). Permission for the planning proposals has been granted, but this is subject to a number of conditions which include the items that governors raised in their response, in particular access along School Lane. Governors welcomed this development as positive news for the community as a whole. There have been no further discussions with regards to the arrangements concerning parents being able to use the car park at Burwash during construction work.</p> <p>5.1.2. Data Retention Policy (item 5.1.3) The DPO has confirmed that there is no need for a separate Data Retention Policy in relation to data collected by the Pensions Department, and has suggested that the information may be added in the table of the existing policy. The staff privacy notice already confirms that data will be held in relation to pensions, and therefore does not need to be changed.</p> <p>5.1.4. Mobile Phones Policy (item 10.3.2) The Clerk has checked the AUP/ESafety Policy and Code of Conduct against the Mobile Phones Policy and confirmed that there are no contradictions between the documents.</p> <p>5.2. Matters outstanding from the Committees Action List</p> <p>5.2.1. Attendance Policy (item 10.1.3 from previous minutes). The wording regarding the codes used for lateness is still to be amended. Governors were informed that there are additional registration codes that are in use during lockdown as these are exceptional circumstances.</p> <p>5.2.2. Safeguarding and Prevent Training (item 11). Governors were advised that the training due to be carried out by the Headteacher at this meeting would be deferred to a future meeting.</p>	<p>WG/SA</p> <p>WG/SA</p> <p>Summer FGB</p>

6	<p>RAISING STANDARDS</p> <p>Item 6.6. Catch-up (in relation to Maths) was taken before the other items as Miss Blee (Maths Lead) was not required to attend the rest of the meeting.</p> <p>The Maths and English Leads were due to attend the cancelled Standards Committee meeting (on 11.01.21) to present their reports on the impact of catch-up. The reports were available on Governor Zone, with the second part of the English Lead report circulated to governors by email.</p> <p>Governors were asked for questions on the report.</p> <p>Q: Is there a Maths Policy in addition to the Maths Calculation Policy? We have discussed drawing up a Maths Policy, but unfortunately other priorities caused by the lockdown have meant putting this piece of work on hold. We are still intending to write a policy which will sit alongside the Maths Calculation Policy.</p> <p>Q: Will there be any training/information sessions for parents? The sessions that were previously offered to parents were based on the Calculation Policy. Future sessions will be held once lockdown has been lifted. The Calculation Policy is on the school website for parents to refer to for their children's homelearning. White Rose videos are attached to Maths learning on the school website to support pupils with their home/blended learning.</p> <p>Q: At a recent governor training session, the observation across schools seemed to be that calculation had not fallen behind during lockdown, but that pupils were struggling with concepts such as space and measurement for example. Is this also our experience? We tend to cover these elements later in the academic year so that pupils can employ the basic calculation principles they have learnt to solve more complex problems. The White Rose scheme has been updated following the last lockdown to cover the steps that pupils will have missed. The early evidence is that there do appear to be some gaps, but it is not a universal problem. Pupils who struggle with Maths tend to find topics such as measurement harder, so it can be difficult to identify the problems that have been caused by lockdown versus the problems that pupils may have experienced anyway. We are providing additional 1:1 support in school where possible, and are also putting in additional sessions for pupils who are learning remotely.</p> <p>Q: Are we currently having enough interaction with pupils to monitor progress and assess whether catch-up is proving to be effective or is this too difficult while they are learning remotely? It is much more challenging to assess pupils' progress during lockdown. By necessity, the teaching Zooms are all adult-led with much less opportunity for group discussion than would be possible in class. It can be hard to assess a pupil's understanding through a screen, and although most pupils are submitting work, the amount of family support varies. We are doing our best to ensure we are communicating regularly with every family, and that they have access to the resources and technology that they need to complete their work, but it is very hard to assess whether the work that is submitted has been completed independently, and this makes it difficult to judge individual's progress.</p> <p>Governors welcomed the detail in the Catch-up Impact Report which identifies the groups of pupils most in need of support, the subject areas within Maths that have been covered, the teachers that are leading the sessions, and the work that is still ongoing. Regardless of funding, teachers and TAs will be working with pupils for as long as necessary to fill any gaps, and will also provide challenges for those pupils who need to be extended in their learning.</p> <p>The Chair thanked the Maths and English Subject Leads for their reports, and felt that it was very useful to have direct feedback from the teachers about the progress that pupils are making.</p> <p><i>MB left at 7.25pm.</i></p>	
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6.1. Headteacher's Report (Recovery, Development and Improvement Plan) and 6.2. COVID-19 Risk Assessment

These items were taken together as they are the two most significant documents governing school's approach during the latest lockdown.

The Recovery, Development and Improvement Plan has now been given prominence at the top of the Governor Zone page so that governors can easily keep up-to-date with any changes as they are made. The Chair and Clerk will ensure that the latest version of the Plan is uploaded to the website.

CM/WG

The COVID-19 Risk Assessment is published on the school website as well as on Governor Zone.

Both documents have been submitted to the LA and have been approved. They are updated regularly following communications from the Director of Education, the DfE and in accordance with requirements identified by school.

The Headteacher has met with the school's Primary Adviser who gave very positive feedback about both documents. The Recovery, Development and Improvement Plan has recently been colour-coded and dated to make it clear where changes have been made whilst retaining historical information in order to be able to see how progress has been made.

Unfortunately, many of the initiatives that had been planned for this term (observations, book scrutinies, pupil voice, visits to school from professionals, local networking events) have all had to be put on hold due to the new lockdown. In addition, there are new requirements which schools need to implement such as the lateral flow tests for staff.

Q: A governor reiterated her thanks and appreciation to all staff for their commitment during these difficult times, and for carrying on working to such high standards. What support are the Primary Adviser and LA providing to staff?

The Headteacher has regular meetings and phone calls with our Primary Adviser. She is very appreciative of all the efforts that staff are making at this time. To summarise discussions, she is very keen to know:

- how staff are coping,
- how pupils in school and at home are managing in terms of learning and wellbeing,
- what provision has been made for PP and FSM pupils,
- what the percentage of pupils in school is,
- if there have been any tests and their results,
- what the wider family situation is for pupils (for example if there have been any bereavements or any particular difficulties at home).

She also asks about how governors are providing support, and how parents are communicating with school.

The EDRA has also contacted school to find out how everyone was coping. This was much appreciated and her comments and wishes were passed on to staff.

Many parents have also been extremely supportive, sending in very positive emails or taking time to express their gratitude when they come to school to exchange books.

There have been challenges for staff having to manage parental frustrations caused by problems with technology or Zoom links, not being allowed to send their children to school and trying to deal with multiple homeschooling or working from home. The Headteacher is constantly managing these situations within the boundaries of the Risk Assessment.

All staff have settled into the new term extremely well. They are trying to support each other and do their best for pupils who are in school, as well as provide dedicated support to the pupils who are at home. It is a constant juggling act to facilitate learning in school, learning at home and blended learning, and the Headteacher expressed her

gratitude at the amount of time and effort all staff are dedicating to their roles during this difficult time.

Q: Is there anything else that governors could do to help support staff? The lockdown has generated an enormous amount of extra work. Staff remain very committed to providing the best possible learning experience for all pupils, but this means staff are very limited about what else they can do.

Governors agreed to focus only on immediate priorities for the remaining meetings of the Spring Term, so that staff can concentrate on teaching and supporting pupils.

In order to allow the meeting to run as efficiently as possible, the Chair had asked all governors to submit questions in advance of the meeting to allow the Headteacher and Staff Governor time to collect data and consider their response.

Q: How many children are currently in school?

- On average, there are **approximately 23 children** attending school each day.
- There is **1 vulnerable pupil** and **1 EHCP pupil** in school.
- All **PP** and **EHCP** pupils have been offered places at school, but many parents have chosen to keep their children at home.
- **Hampers** are being provided to all PP and FSM families on a fortnightly basis and all seem happy with the content.
- **1:1 Zoom sessions** are being provided at least twice per day for **EHCP** pupils, and **additional small group Zooms** are being provided for **PP** pupils in addition to their daily English and Maths Zooms.

Q: Are there enough laptops/devices for those not in school and have they been delivered to homes? We have given out almost all our laptops and iPads to help families who may have multiple children at home, and this has ensured we have achieved a 100% uptake on remote learning. Teachers take the register at the start of each Zoom/Google Classroom session and follow up with the parent if a pupil does not attend.

Q: Are the RQTs and Headteacher actually receiving the support outlined in the Recovery Plan? RQTs are being supported by more senior members of staff. The Headteacher is being supported by our Primary Adviser, EDRA, Chair and Vice-chair of governors, and the Local Authority.

Q: Are the teaching staff able to manage Zoom/Google Classroom sessions well – have there been any technical problems? Any early problems have been rectified and the sessions all seem to be working well.

Q: Are teachers getting appropriate breaks during the day? All teachers have a 30-minute lunch break and 1-hour PPA time per week.

Q: Are pupils able to access appropriate reading books? Pupils can come in and select reading books on their designated day. Books which are returned to school are quarantined before being made available for other pupils to read. Parents have been made aware of the Oxford Reading Tree library and other free resources. The Barrington Stoke books are books designed to be attractive to KS2 pupils who are at a lower reading level with content that is easier to read, but a grown-up looking format. We have also recently purchased new spelling dictionaries to help pupils with their writing which are dyslexia friendly.

Q: Are there writing activities in response to readers in lockdown? We are not asking pupils to produce book reviews, but this is something we could consider.

Q: Is there a writing programme alongside the resources available to address the ongoing dip across the school in achievement in writing? It is difficult to determine

how independent the work is that we receive from pupils who are learning at home. We are encouraging pupils with their writing and have provided exercise books for them to use for their home learning, but we would not expect long pieces of work to be completed, especially from younger pupils.

Q: Does Google Classroom store classwork and materials in the same way as for the other classes? Is it easily accessible for pupils and parents? Google Classroom stores classwork and materials, and we have received positive comments about how easy it is to access classwork, attend lessons and submit work. Owl and Swallow Class are using Google Classroom to turn in their work, and the other pupils use email or Tapestry. Teachers are providing individual feedback on all work that they receive.

6.3. Staffing Structure

The latest staffing structure was available on Governor Zone. The responsibilities previously carried out by the Senior Teacher who left at the end of the Autumn Term have been reallocated, and it has been decided that all staff should have ownership of curriculum development. The other main change is that the NQTs are now RQTs.

6.4. Pupil Progress and Attainment

Five documents were available on Governor Zone: Early Years Data, Termly Target Tracker Y1-Y6, Steps Target Summary Y1-Y6, Steps Rate of Progress, Basic Characteristics and Disadvantaged. These documents would have been drilled by the Standards Committee but have been brought to FGB as the Standards meeting scheduled to take place on 11.01.21 was cancelled due to the new lockdown.

It was agreed that the Headteacher should present her powerpoint to respond to the questions that governors had submitted in advance of the meeting.

Q: COVID-19 Catch-up Premium Report: Am I right in thinking we haven't used the NFER tests before? Have the teachers found them useful so would we consider purchasing them in a normal year? Are the assessment points/frequency different this year than in a normal year? The previous Headteacher purchased NFER tests last summer for Y2 and Y6 as a trial, but these papers were not used. In September, we decided that we would access other year group test papers to measure how pupils were performing on their return to school and use the results as a benchmark for Autumn 2020. We were then approached to take part in some research with EEF, and were provided with further tests free of charge which we decided to use as part of our catch-up programme. Previous experience of NFER papers has found them to be a very helpful resource. They also link closely to the White Rose Maths scheme.

Q: Assessment update 2021 – do we know yet what the assessment requirements for the year will be, now that we have had wholesale school closure again? We are not closed, as all pupils have access to their learning, and a significant number of pupils continue to attend school. The 3 website links in the powerpoint presentation give the most up-to-date information for the 3 key stages.

Q: Remote Learning Policy/Offer/Teacher Expectations – as these are based on policies etc developed last term, do they need some adjustment to reflect the increased remote learning provision hours and the adjusted timetables the school have developed? Yes. The Policy, Offer and Teacher Expectations were drawn up before the latest lockdown, and they will be updated as the situation changes. The Government announcement for lockdown was issued on our Inset Day and from then until now, all staff have been busy facilitating class, remote and blended learning. The current provision is detailed on individual class pages on the school website and on Google Classroom (for KS2). We have just had to complete another document for the LA to show the remote learning and class-based learning that is provided for each year

<p>group. This document will be required to be published on the website for parents to view.</p> <p>Q: Does there appear to be a difference between the quality of learning between pupils in school and those learning remotely? Different year groups are accessing and submitting work in different ways:</p> <ul style="list-style-type: none"> • EYFS: all but 1 pupil are accessing remote home-based learning. The pupil who is in school attends the EYFS Zoom calls alongside the Class Teacher. The pupils who are at home submit their work via Tapestry. All EYFS parents have been phoned by the Headteacher this week, and all have been very positive about the online learning provision and the daily Zoom sessions. • Y1/Y2: work can be emailed to the Class Teachers or submitted via Tapestry. The teachers are replying individually to pupils to give them feedback, and parents have commented that this is working very well. Each year group is split into 2 smaller year groups, and pupils attend two daily Zooms for English and Maths, which are led by the Class Teachers. The pupils in class are supported by TAs in the mornings and the Class Teachers in the afternoons. • Y3/Y4: pupils are accessing the class pages on the school website or Google Classroom to view work. There are 2 daily Maths Zooms and 2 English Zooms for each year group. The Zoom sessions are led by either the casual Teacher or a TA while the Class Teacher leads the learning in the classroom. It is hoped that the Class Teachers may be able to take more of a role in leading Zoom sessions in the future, but this is dependent on the pupils that are in school, who have a combination of needs. Work is submitted via Google Classroom or emailed directly to the Class Teacher, with individual feedback given to pupils. • Y5/Y6: pupils use Google Classroom to view and submit work. There are daily Maths and English Google Meets for each year group as well as a whole class afternoon session on a Foundation subject. The sessions are led by the Class Teacher with the pupils in school using headphones so that they are also in the Google Meets at their appropriate time. Again, the Class Teacher provides personalised feedback for all the work that is submitted. • Quality of work: it is difficult to assess if the pupils at home are learning as well as those at school, as it is very dependent on each family situation. For certain pupils, being at school results in better provision – for example, if they are part of a large family with one parent working. For other pupils, their parents will be more available to support them with their remote learning. Pupils are encouraged to send in their work, and some are uploading everything that they have done whilst others are not submitting any of their learning. This does not mean that their learning is any less good, as there may be many reasons why they are choosing not to submit work. There are a range of factors which makes it very difficult to judge whether the quality of work is the same at home and at school, but all pupils are being provided with the same learning resources (videos, worksheets etc) and are being required to undertake the same tasks. <p>Q: How are SLT able to monitor the quality of teaching at the moment, especially in relation to online provision? The Headteacher has discussed this with our Primary Adviser who is keen to see examples of remote learning. In addition, she has suggested that members of SLT sit in on Zoom sessions to monitor the quality of the delivery of lessons. The Headteacher has been phoning parents and speaking to staff to get feedback on how they feel remote learning is going, and is hoping to carry out pupil engagement to ask the children how they feel they are getting on at home. The Headteacher also regularly monitors the quality of work that is submitted to teachers.</p> <p>Q: In the termly tracker document, is the number in square brackets where they are now? (With the initial number where they were at the end of 2019-20?) Generally, progress looks very good! Any explanation for apparently lower rates of progress in Y1? The first number in the termly tracker data shows where a child is currently and the number in brackets is their end of year target. For example, a pupil in Y3 may have 3b+[3s] where 3b+ is their current level and 3s is the end of year target. Y1 pupils are expected to make 4 points progress. Pupils in all other year groups are expected to make 6 steps progress per year.</p>	<p>JM/WG</p>
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Q: Thinking back to our last Ofsted report, how can governors best be aware of progress and attainment in (e.g.) geography or Spanish? (this is not really for the remote learning phase, but worth thinking about in the future). Yes, unfortunately this is not something that we are in a position to address at the moment, but we will certainly follow up at a later stage. Our more immediate focus needs to be on English with links to the wider curriculum (Geography etc) after lockdown.

Q: Regarding remote learning, are pupils at school accessing the same online regime as pupils being taught at home? How are staff (TAs, etc) being deployed to support pupils in school? Pupils are all accessing the same online regime, as discussed above, but each class has slightly different arrangements.

- **EYFS:** the Class Teacher conducts all her morning work via Zoom with groups differentiated by ability. At 2pm, the EYFS Teacher joins KS1 with the EYFS pupil who is in school.
- **KS1:** the Class Teacher also carries out Zoom sessions all morning, then returns to the class at lunchtime. The TA and one of the EYFS TAs support the Y1 and Y2 children in the classroom ensuring that they are accessing the same learning. In the afternoon, the Class Teacher checks work in books, gives feedback to pupils on their morning work and supports them with their afternoon learning.
- **Lower KS2:** the Class Teachers are leading the teaching in the classroom as there are usually 9-10 pupils in each day. The TAs and Casual Teacher carry out 1:1 Zooms, and small group differentiated Zoom work. There is a wide range of ability in Lower KS2 with a variety of differing needs which a TA would not be able to manage easily on their own. All pupils have a minimum of 2 Zooms per day and the Class Teachers are hoping to be able to lead Zooms in the future.
- **Upper KS2:** the Class Teacher delivers Google Classroom “meets” from Skylark Room with a HLTA supporting pupils in the classroom. The 1:1 TAs carry out daily Zooms as required.

Governors agreed that it was important to streamline processes wherever possible to minimise the number of simultaneous activities that teachers are required to carry out.

Q: Is 3 hours of learning time for pupils learning at home indicated by the LA aspirational, a minimum, a maximum, or an average? The Headteacher included the link to the government’s official advice in her powerpoint, but to summarise:

- **KS1:** 3 hours a day on average across the cohort, with less for younger pupils
- **KS2:** 4 hours a day

The headteacher also highlighted that pupils will learn at different speeds, and that whilst some will be able to tackle extension work, others may not manage to complete the tasks set.

The Headteacher explained that the final 3 slides of her presentation summarise:

1. **The steps rate of progress from September-December 2020.** This shows that progress in writing is below what might have been expected, and that there has also been a slight slump in Maths, but the percentages only relate to a few pupils. Overall, the picture is very encouraging.
2. **Target summary for end of year.** This shows that the data relating to attainment is likely not to be as high as teachers would have hoped. Families continue to be encouraged and supported as much as possible in their remote learning, but in Y4 for example, 10 pupils are below ARE. There will be further changes to the data with pupil movement.
3. **Disadvantaged – FSM and PP, PP (but not FSM) and SEND.** For these groups of pupils, the consequences of not being in school will have the greatest impact because of their needs. All PP and EHCP pupils have been offered a place in school, but many have chosen to stay at home.

Q: Are you able to provide an indication of the level of parental engagement for these disadvantaged groups? The Headteacher has been in contact with parents and they are engaged with pupil learning. 1:1 Zoom sessions in English and Maths are being provided every day with independent work in between. A teacher is providing

extra support for PP and FSM pupils by either recapping the morning's learning or carrying out pre-teaching for the following day. Staff have also provided some SEMH Zooms for children who will benefit from talking about their anxieties and how they are feeling in small supportive groups.

6.5. Pupil Premium

The Pupil Premium Strategy Statement was available on Governor Zone. Data relating to PP children's progress and attainment, as well as support that is being provided has been examined under items 6.1 and 6.4

The following initiatives have taken place to support a range of pupils' needs:

- Purchase of Barrington Stoke books to encourage lower-level readers in UKS2
- Social Skills Group
- Referrals to Kids Matter, CHUMS, SALTs, Ed Psychs
- Purchase of new outdoor play equipment
- HLTA working on more interventions with focused pupils in Upper KS2
- Liaison with social care
- Provision of food hampers for PP pupils
- Loan of IT equipment to families to ensure they are able to access online learning
- Provision of exercise books to all pupils so that they can continue to record their learning as if they were in class
- Regular communication with parents via ParentMail, weekly Barton Bulletins, emails and phone calls to each family
- Offer of CGP books at a reduced price to help support online learning (free to PP pupils)
- 1:1 zooms for ECHP pupils
- Open surgery for pupils in Upper KS2 to discuss work with their teacher
- Increased pupil engagement with teachers in the classrooms over lunchtimes
- Continued relationship with local churches, including regular assemblies recorded by local minister.

The following events have had to be postponed:

- BMX assembly
- Life Education Bus visit
- CB23 Public Speaking event
- PE training and inter-school events

6.6. Catch-up

The Catch-Up Premium Report was available on Governor Zone, and is also published on the school website.

Many of the catch-up funding questions suggested in a recent training course have been answered above, but it was agreed that Standards would look at this document (which was also available on Governor Zone) at their next meeting.

Catch-up funding continues to be spent on staffing to provide small intervention groups which are led remotely by two teachers. Funding for the Spring Term was to be focused on Y3/Y4 pupils (after focusing on Y2 and Y6 in the Autumn Term), and as well as the additional Zoom sessions, staff in school are providing 1:1 or 1:2 support to pupils when availability allows.

The Funding is slightly overspent in the Autumn Term, and original plans for the Spring Term have had to be modified to reflect the lockdown. There will be a need to reintegrate children back into school, helping them to re-socialise and regain positive learning habits.

Standards Committee

	<p>6.7. Sports Premium The latest spreadsheet summarising Sports Premium income and expenditure was available on Governor Zone. The Resources Committee had discussed the possibility of installing a running track around the perimeter of the playing field, but the quote received was too expensive, so the grant is being used to repair the spider web and surfacing, and install new rollover bars (agreed as the alternative priority by the Resources Committee).</p> <p>6.8. Assessments Changes to the planned assessments in 2021 have been covered under items 6.1 and 6.4 above.</p>	
7	<p>REMOTE LEARNING</p> <p>The Remote Learning Policy, Offer and Teacher Expectations were available on Governor Zone. The Policy was adopted at the last FGB and is a model document from the LA, but as discussed under item 6.4, updates will need to be made in light of the latest lockdown.</p> <p>Q: The Remote Learning Policy does not mention PP/vulnerable pupils although it does refer to SEND pupils. Would it be appropriate to include references to these groups? Yes, absolutely.</p> <p>Q: The documents differ slightly in terms of what they say about the provision of TA sessions. Yes, this is true, and the provision will depend on a number of factors. If we are able to carry out 3 daily Zoom sessions, we will do so, but unfortunately we cannot guarantee 3 sessions all of the time as groups have to be tweaked to ensure that pupils' learning needs are met in the best way possible. Every pupil will have at last 2 Zoom offers per day, so we maybe need to adjust the wording to reflect this. There is little slack in the system with all members of staff's time fully committed to covering a combination of Zooms and classroom teaching.</p> <p>Q: In Remote Learning Policy would it be possible to add "equally accessible to all"? Yes, we cannot force pupils to access learning, but we absolutely want to ensure that learning is equally accessible to all.</p>	<p>JM/WG</p> <p>JM/WG</p>
8	<p>MONITORING</p> <p>While governors are not able to come into school during lockdown, governors considered ways in which they could monitor learning provision including:</p> <ol style="list-style-type: none"> 1. examining the school website to view the remote learning that is being provided for EYFS, KS1 and Lower KS2 2. viewing the remote learning provision available from Google Classroom by governors with children in Upper KS2 3. considering whether pupils are provided with enough remote learning, if it is suitable quality and if pupils are able to access it. 4. seeking the views of the Headteacher who is in regular contact with families for their feedback about remote learning provision. 5. attending Zoom sessions with staff and pupils to seek pupil voice <p>As parents completed a Parent Questionnaire at the end of the Autumn term, this option was discounted at this time.</p> <p>Q: Is there any opportunity for having a whole school activity whereby families with children of different ages could all do same thing? This is a lovely idea, but as many parents are working it may not be accessible to all families.</p> <p>Q: Are there any plans for project work for the future? There will be project work utilising all of our school resources, and we have lots of exciting activities that we want</p>	

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	<p>to do when lockdown is lifted and school re-opens fully, but it may not be possible to achieve this for some time.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Governors were aware of the new requirement to monitor remote provision and the need to demonstrate compliance. The Chair, Vice-Chair and Headteacher will meet to finalise arrangements, but it was agreed that:</p> <ul style="list-style-type: none"> • the Headteacher and Staff Governor should be asked for their experiences from speaking directly to families, and from viewing the quality and quantity of work submitted to teachers. • Governors should look at the school website, Tapestry and Google Classroom to see the learning that is being provided. • the KS2 School Council members should be contacted to take part in a Zoom with a Governor to provide an opportunity for pupil voice. • Parent Governors could also feedback their experiences for Kingfisher, Swallow and Owl Classes. </div>	<p>JM/CM/CP</p>
<p>9</p>	<p>WELLBEING</p> <p>Wellbeing has been discussed under item 6.1 above.</p>	
<p>10</p>	<p>POLICIES</p> <p>10.1. For review Governors were advised that a number of the following policies would normally have been examined by the Standards Committee, but have been brought to FGB as the meeting was cancelled.</p> <p>10.1.1. Maths Calculation: Governors were advised that the new Maths Lead has examined this policy with the Headteacher, and that there are no material changes to the content.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Maths Calculation Policy.</p> </div> <p>10.1.2. Early Years: Governors were informed that the policy was reviewed in 2020 by the previous Headteacher and the EYFS Class Teachers. The EYFS Class Teacher has re-examined the policy this term, and has only made minor changes to reflect classroom procedures.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Early Years Policy.</p> </div> <p>10.1.3. Library: The Library Policy has been revamped and a small box added at the beginning to outline arrangements for borrowing and returning books during the Covid-19 pandemic.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Library Policy.</p> </div> <p>10.1.4. SMSC: Governors were advised that only minor amendments have been made to this policy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Spiritual, Moral, Social and Cultural Development Policy.</p> </div> <p>10.1.5. Writing: It was agreed to defer this policy, as many of the initiatives that the Headteacher would like to implement (such as observations, inviting</p>	

	<p>authors into school) are impossible during lockdown and therefore more time is required in order to be able to implement the policy and review its effectiveness.</p> <p>10.1.6. Pupil Premium: Minor updates have been made to this policy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Pupil Premium Policy.</p> </div> <p>10.1.7. Critical Incidents: Governors were advised that minor changes have been made in relation to names of personnel and contact details.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors approved the Critical Incident Plan.</p> </div> <p>10.2. No changes Governors noted that the following policies remain unchanged:</p> <ul style="list-style-type: none"> • History (Scheme of Work) <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Governors agreed that for the foreseeable future, the only policies that should be brought to meetings should be those that have been changed or are essential to be reviewed to avoid creating additional work at this difficult time.</p> <p>Governors agreed that if policies had been updated in 2019, the majority should not warrant any changes, as the partial school closures have prevented new initiatives from being implemented.</p> </div>	<p>Summer FGB</p>
<p>11</p>	<p>CONSULTATIONS</p> <p>11.1 Pupil Feedback The pupil consultation was carried out in November to ascertain how pupils have reintegrated back into school. The results were reported back to School Council and are summarised in the document which was available on Governor Zone. Governors were pleased to note that most pupils were happy at school, and that there were no significant causes for concern.</p> <p>11.2. Parent Feedback The results from the Parent Consultation Questionnaire, also carried out in November, were available on Governor Zone. The responses could be summarised as follows:</p> <ul style="list-style-type: none"> • Drop-off/collection arrangements: most parents understood the need for separate drop-off points for different classes, although some parents with more than one child at school found it challenging to collect their children from different locations. • Balanced curriculum: most parents felt that Barton provided a balanced curriculum (90%) but there were some suggestions for enrichment areas. Unfortunately, these events have all had to be cancelled because of the pandemic but will be reinstated once we return to our Two-year Development plan. • Parent consultations: governors were interested to note that 56% of parents agreed that Zoom consultations were as effective as face-to-face meetings, and that there were some occasions where parents would prefer the consultations to be carried out by Zoom due to other family/work pressures. Although there were many comments stressing the value of face-to-face consultations, it may be possible to consider offering Zoom as an option in the future. • Information on the website: the vast majority of parents (95%) were very pleased with the amount of information on the school website. • Safe environment: 100% of parents agreed that Barton provides a safe environment for their children. 	

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	<p>The Chair, Vice-Chair and Headteacher will produce a report summarising the results of the questionnaire and responding to issues that have been raised. This will be circulated to all parents.</p> <p>Q: Have those parents who raised particular points in the questionnaire been approached? No, as although there was an option for parents to fill in their name on the questionnaire, the responses were received anonymously.</p>	<p>CM/CP/JM</p>
12	<p>SCHOOL STREETS</p> <p>The implementation of the School Streets Scheme has been delayed due to the lockdown. Volunteers will be required to man the School Lane closure at the beginning and end of the school day, but communication to parents and local residents will not be sent out by the LA until they are in a position to provide notification of a start date.</p> <p>Governors were asked to consider volunteering on a rota basis to help launch the scheme, and parents will then be approached to assist with the arrangements. Chair of Governors will co-ordinate governor response.</p>	<p>CM</p>
13	<p>SAFEGUARDING</p> <p>Governors were informed that a new annex to the Safeguarding Policy was published by the LA at the beginning of term in response to the new lockdown. This has been incorporated into our Safeguarding Policy together with protocols about safeguarding arrangements for Zoom sessions with pupils.</p> <p>Governors approved the annex to the Safeguarding Policy which will be published on the school website.</p>	<p>WG</p>
14	<p>CHURCH SCHOOL UPDATE</p> <p>The Headteacher is in regular contact with the EDRA via phone and Zoom, and expressed her thanks at the support and encouragement she is receiving from her.</p>	
15	<p>COMMUNICATION TO PARENTS</p> <p>The Headteacher is continuing to send out a weekly bulletin as a way of maintaining communication with those families not in school. Last week, teachers also contributed to the bulletin, and this week there will be examples of pupils' learning as well as suggestions of activities linked to the SMSC policy.</p> <p>Contributions to the governors' termly bulletin should be sent to CM by Monday 15th March. The bulletin will be issued to parents on Friday 19th March.</p>	<p>CM/CP/LE/PF</p>
16	<p>REVIEW OF THE MEETING</p> <p>Governors were asked for their opinion about whether submitting questions prior to the meeting has made the meeting more efficient. The following points were made:</p> <ul style="list-style-type: none"> • Submitting questions in advance focused governors' attention on the issues to be discussed. • The Headteacher was able to consider questions before the meeting, make reference to appropriate documents/website links and discuss issues with staff. • If questions are to be submitted in advance, they need to be received by the Friday before the meeting to allow the Headteacher sufficient time to prepare her responses. <p>What have governors done at the meeting to make sure standards are being raised?</p>	

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	<p>Governors have:</p> <ul style="list-style-type: none"> • Ensured that the Recovery, Development and Improvement Plan is addressing the educational needs of the pupils. • Examined the remote learning offer and how it is working in practice. • Discussed arrangements for monitoring provision of remote and class-based learning. • Asked about support available to PP and vulnerable children in particular, and how they have been affected by the latest lockdown. • Discussed staff wellbeing and if there is anything that governors can do to help support staff. • Reviewed procedures to ensure the safety of all those at school. • Considered the feedback from the pupil and parent consultations, and discussed how to respond to parents. • Looked at how catch-up funding, PP and sports premium are being spent to ensure that the best possible resources are available to support our pupils 	
17	<p>OTHER BUSINESS</p> <p>None.</p>	
18	<p>DATE OF NEXT MEETING – WEDNESDAY 24th MARCH 2021 at 7.00pm <u>via Zoom</u></p> <p>The meeting ended at 9.34pm</p> <p>Q: Has a date been set for the HTPM mid-year review? The Chair will liaise with the Headteacher and members of the Appraisal Committee to set a suitable date.</p> <p>Q: Is there any other intention to merge meetings? No, but we may need hold an additional Resources Committee meeting to discuss contracts.</p> <p>The Headteacher informed governors that schools have been asked if they are willing to open up over half-term. The Headteacher is prepared to open up one classroom for children of keyworkers only. This would be staffed on a rota basis with one teacher and one TA, and would be a childminding facility rather than providing education.</p>	CM

Scheduled meetings for 2020-21 ALL TO TAKE PLACE REMOTELY.

2020-21		FGB	Resources	Standards
Autumn	1	16.09.20	30.09.20 (Salaries)	07.10.20
	2	25.11.20	11.11.20	
Spring	1	20.01.21	17.03.21	11.01.21
	2	24.03.21		
Summer	1	05.05.21	28.04.21	14.04.21
	2	14.07.22	07.07.21	30.06.21 (Pupils)