

Barton Church of England Voluntary Aided Primary School

Minutes of the Full Governing Body meeting held remotely on 24.03.21 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	aa	Vacancy – LA Governor x 1		

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

In attendance

Mrs Wendy Guest – Clerk	WG
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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 20.01.21, Draft Resources Minutes 17.03.21, Headteacher’s Report 24.03.21, School Council 03.02.01, School Council 16.03.21, Silver Linings Barton Primary 2021, Recovery, Development and Improvement Planning March 2021, Complete Review of Remote Education Provision February 2021, Governor Visit – Remote Learning (School Council), Barton COVID-19 Risk Assessment March 2021, COVID-19 Monitoring Checklist March 2021, Examples of Lockdown Learning (2 documents) March 2021, Parent Questionnaire March 2021, Parent Questionnaire Responses, Staff Reflections on COVID-19 Lockdown

	The meeting started at 7.07pm	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, but governors were informed that the Headteacher might arrive late if parent consultations overran. The Staff Governor had also been involved in parent consultations and it was agreed that she would not attend this meeting.</p> <p>2.2. Quorum. The quorum for the meeting on 24.03.21 was 6. The meeting was quorate throughout. Governors confirmed that they were in a private room for the meeting.</p> <p>2.3. Vacancies.</p> <ul style="list-style-type: none"> • There continue to be 3 Foundation Governor vacancies. Governors were advised that the visitor to the last FGB has decided not to pursue an application. The other potential Foundation Governor is still shielding and will reconsider applying for a vacancy at the end of the summer. • LA Governor vacancy. The candidate suggested by the LA has been appointed to a school which is more local to him. The LA will continue to look for other applicants. • Parent Governor. As advised at the last meeting, LE’s term of office has been extended to mid-May. Parent governor elections will need to be held early in the 	

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- the ability to connect with groups of pupils over **Zoom** and hold remote lessons/assemblies;
- supply of 5 new **IT devices** to support remote learning;
- developing **independence** and **organisational skills** amongst older pupils to encourage them to plan their day around teaching sessions and set tasks;
- encouraging more openness about **mental health and wellbeing**;
- building **resilience and stamina** in coping with day-to-day challenges;
- bringing a **strong staff team closer together** to provide the best possible support to all pupils whether in school or at home;
- ensuring that **the pupils are at the heart** of everything that school does.

The Governor who attended the School Council meeting reported that pupils were very matter-of-fact about lockdown. The KS2 pupils attending the meeting represented a variety of experiences – from being full-time in school, part-time in school/at home, and full-time at home. They all felt that they were being provided with the same learning, and were very positive about using Google Classroom. Their biggest concerns related to their hopes that future school events, such as the Grafham Trip and Y6 leavers party would be allowed.

The Headteacher informed governors that Barton continued to be fortunate in not experiencing any bereavements or hospitalisations amongst the school community. Since school re-opened fully on 8th March, there has been a real buzz of excitement, and although there have been a few anxious moments for pupils and parents, the measures in place are helping to keep everyone fit and well, and support is also being given to those pupils who are finding it harder to settle back into school life.

The Headteacher wished to thank all staff who have worked incredibly hard over the last few months. Everyone has had to adapt to new ways of teaching – teachers have had increased workloads in terms of planning, delivering lessons, providing daily feedback on work that has been submitted and liaising with families to ensure all are well and there is no additional support that needs to be provided. TAs have also adapted to take on responsibility for leading Zoom sessions and covering classes as required.

Parent consultations have been held via Zoom over the last 3 days, which have been very positive. Staff are ready for a break, but remain upbeat and are looking forward to the Summer Term.

Lateral Flow Testing is being carried out by all staff twice weekly, and there have been no positive cases so far. Testing will continue over the Easter holidays.

The Chair advised governors that she had also spoken to staff to enquire about their wellbeing and offer support. Easter cards and plants have been given to all staff on behalf of the governing body as a token of governors' appreciation.

The Headteacher also advised governors that COVID-secure, Key Stage Easter Breakfasts have been held at school, with foods symbolic of the Easter festival, lots of celebratory songs and a parent dressed as a chicken who danced with some of the children and gave out Easter treats. The Headteacher was pleased to welcome the new vicar, Rev Claire Robertson to help lead the celebration, which was very successful and good for morale.

Q: It appears that virtual parent consultations have fitted in better for some families – could this option be considered for future meetings? Meeting people face-to-face is the preferred option, particularly when talking about a child as there is a more personal level of interaction. This format also allows parents, teachers and pupils to look at work together. There may, however, be a place for Zoom consultations for families who find it hard to come into school.

7	<p>RAISING STANDARDS</p> <p>7.1. Headteacher's Report</p>	
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The Headteacher's Report was available on Governor Zone. The report highlighted the following areas:

- data showing **progress and attainment** for each year group, and for SEND/PP/FSM/EAL pupils;
- reflections on **experiences from the latest lockdown**;
- use of **Catch-up Funding**;
- **monitoring** of teaching and learning;
- **staff training** and external sources of support;
- measures in place to monitor **pupil wellbeing**, including a focus on PSHE and H&S to ensure as far as possible the safety of members of the school community;
- links with the **church and wider community**;
- **priorities for 2020/21** and plans for the Summer Term.

Q: The report mentions a “Flexi-schooling agreement”. Could you explain what that is? Flexi-school agreements are set up to allow a pupil, who is registered with a school, to receive education off the school premises. The agreement sets out the expectations for the time that is granted off school, and ensures that the child's safeguarding is under the parents' care when they are being educated by their tutor. This type of agreement is not restricted to academic provision, but could be used for a child who is exceptionally sporty or musical for instance, to allow them to attend specialist teaching provision. There must be a clear reason for the arrangements, and a formal review takes place every half-term to ensure that the agreement is working well and is still appropriate.

Q: Do we know whether there is any prospect of parents being allowed to come back into school, for sharing assemblies, for example? It is very uncertain when parents will be allowed back into school, as we still are unable to allow them to drop their children off in the playground. We also have not yet had the whole school together for an assembly, but keep them in their separate Key Stage bubbles, as we do for break and lunchtimes. There has been a slight increase in cases across Cambridgeshire, so we do not envisage being able to relax the bubble rules for some time. However, we are optimistic that with the better weather, we will be able to hold activities/events outside and invite families to attend.

Q: When will volunteers be allowed back? We are very keen to welcome back our valued volunteers into school, but only when COVID restrictions are relaxed and it is safe to do.

Q: What are we doing to improve the levels of attainment of the Y4 cohort? The Y4 cohort are a very diverse mix of pupils with a number of challenging needs. The cohort as a whole have actually made very good progress during lockdown, as can be demonstrated by the data in the report, but they came from a low starting point, so their levels of attainment are still below age related expectations. Catch-up provision was due to be focused on Y3/Y4 pupils this term, but unfortunately there was another lockdown with only partial school opening. A very experienced teacher led daily Zoom calls, and we also moved a TA in to the Lower KS2 class to provide additional online support. The class teachers have been working very hard with the pupils who were in school over lockdown as well as those who need extra assistance. Catch-up interventions have already been implemented since school re-opened and we will continue to focus on Y4 as a priority over the Summer Term.

Q: Did catch-up provision focus on Y6 and Y2 in the Autumn Term? Yes, and we have also appointed a new TA, who started in January and is working in the KS1 class to provide extra support to the Y2 children in particular. Our experienced HLTA is working one day per week in the Upper KS2 class to help with interventions, and our experienced teacher/TA is supporting Lower KS2. The rest of the TAs support EHCP pupils on a 1-1 basis, so we do not have any further flexibility to assign them to other areas. This is where volunteers would also be extremely helpful when they can return to school.

Q: What do you feel are the main issues preventing the Y4 pupils from reaching higher levels of attainment, particularly as their progress has been so good?

There are lots of issues around stamina, focus and concentration as well as some difficult classroom dynamics. One of the TAs often takes a small group out of the classroom to do focused work, but this involves juggling the other needs of the class.

Q: If there are new pupils possibly joining the upper end of the school, next year's Upper KS2 will potentially be a big class with extra needs. Do we need to re-allocate resources to help provide additional support next year?

Yes, we are very conscious that Upper KS2 is a priority when looking at how to allocate support next year. Pupil movement and the additional Catch-up Funding will need to be considered when we finalise the staffing structure.

Q: The Headteacher report mentions families looking around school. Which year groups would be affected?

There have been 3 families who have expressed an interest in our school recently with a total of 7 children. These pupils would be across the school. It would be very beneficial from a financial point of view, although we will need to consider how this would affect class sizes and the needs of existing pupils. We could cap class sizes where necessary.

Q: Will the TAs still be asked to produce case studies, and for which pupil groups?

The idea of TAs producing case studies was agreed at their appraisals last year, but was not addressed due to the spring and summer lockdowns. The TAs have been asked to look at an EHCP, PP, FSM or low-achieving child to see how they are being supported, and identify what extra measures could be put in place.

Q: Will the TAs also look at barriers to learning? Yes, they will consider other aspects such as attendance, social engagement, focus in the classroom environment, support networks and friendship. The case studies will be a very valuable piece of work, and could be used as evidence for a future SIAMS inspection. The TAs have recently had their mid-year appraisals, and it has been agreed that the case studies will be carried out in the Summer Term. The findings will be reported at the Summer 2 FGB.

FGB
Summer 2

Q: Are there aspects of Quality First Teaching that TAs use in their sessions?

We have had many TAs leading Zoom sessions during lockdown. Teachers have dropped in on these sessions, have observed the TAs work, and have commented how competent they are. TAs have juggled 1-1 sessions with small group work, and have also provided pastoral care. We have one HLTA and 3 of our TAs are trained teachers.

Q: The report shows that there has been an overspend of £2.5k on catch-up provision. Can this amount be absorbed into our finances? Yes, this overspend occurred during the Autumn Term when we used the Senior Teacher to do some supply work and catch-up provision. Although this was very valuable in terms of the teacher knowing the children and understanding their needs, it was an expensive way of covering staffing. Catch-up initiatives are now carried out by experienced HLTAs/TAs so the staffing costs have reduced. Covid-19 has not had a negative impact on the budget, and the catch-up funding means that we are able to maintain our current staffing levels for September.

7.2. Recovery, Development and Improvement Plan and 7.3. COVID-19 Risk Assessment

The latest versions of these documents were available on Governor Zone. Governors had no further questions on these items.

7.4 Catch-up Funding

Issues relating to catch-up funding have been discussed under item 7.1.

7.5. Standards Committee Draft Minutes

There was no Standards Committee meeting this term due to lockdown.

7.6. Resources Committee Draft Minutes

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	<p>The minutes from the meeting on 17.03.21 were available on Governor Zone. It was noted that governors from the Resources Committee have carefully examined the criteria for the SFVS, and recommended that the document should be sent to FGB for final approval.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Governors approved the SFVS. The Chair will sign the document on behalf of the Governing Body and the SFVS will be sent to the LA by the end of March.</p> </div>	<p>CM</p>
<p>8</p>	<p>REMOTE LEARNING</p> <p>8.1. Governor monitoring of provision during lockdown</p> <p>At the last FGB, it was agreed that governors would monitor remote learning by:</p> <ul style="list-style-type: none"> • having a representative at the next School Council meeting to seek pupil voice; • examining the school website to view available resources and ensure quality and quantity of provision; • asking parent governors for their experiences of lockdown learning including using Google Classroom; • liaising with the Headteacher and Staff Governor to hear their experiences from speaking directly to families and viewing pupils' work. <p>As highlighted under item 6, the governor who attended the School Council meeting produced a report which was available on Governor Zone. Governors found it a very useful summary of pupils' experiences and views during lockdown, which although different, were as positive as could be hoped for in challenging circumstances.</p> <p>The following documents relating to monitoring of provision were also available on Governor Zone:</p> <ol style="list-style-type: none"> 1. The Review of Remote Education Provision provides a comprehensive summary of all the initiatives in place, identifies any gaps in provision, as well as resources for additional support, and rates Barton's performance in each area. Governors felt this was a very informative document. 2. Examples of pupils' work from KS1 and KS2. Examples have also been included in the Barton Bulletins to celebrate pupils' achievements. 3. Staff reflections on lockdown provide a summary of data concerning pupil engagement, including how non-attendance was monitored and followed up. The reflections also give a useful insight into the SEMH impact of lockdown and any wellbeing/support that was given to pupils. <p>The Chair asked governors who are parents for their experience of provision during lockdown. The following points were made:</p> <ul style="list-style-type: none"> • the provision has been excellent in terms of quality and quantity of material and activities which have included extension work for more able pupils; • class teachers have been extremely efficient at providing timely feedback on work that has been submitted via Voice Notes. This has helped to keep pupils motivated to complete their work; • the learning has replicated the school day as closely as possible providing pupils with structure and clear expectations of what will be required; • class teachers have worked extremely hard to provide appropriate challenges for all pupils across the two year groups that they teach; • older pupils have been able to develop skills in working independently on Google Classroom; • younger pupils have benefited significantly from social contact with their friends and the class teacher over twice-daily Zoom sessions; • pupils in school have accessed the same work as those learning from home, and UKS2 Google Classroom meets have included all pupils enabling school-based and home-based children to see their friends. <p>The Headteacher made the following additional observations with respect to school-based pupils:</p>	

- pupils have had more **dedicated teacher/TA time** giving them greater confidence and helping them to make excellent progress with their learning;
- pupils have **worked together** extremely well, supporting each other and forming new friendships;
- pupils have been very **proud of their work** and it has been a pleasure to look at their books with them.

Governors wished to record their sincere thanks and appreciation for all of the efforts of the staff at Barton School during this challenging time. Governors felt that the remote learning provision was exemplary.

8.2. Parent Questionnaire

Governors were advised that a Parent Questionnaire was sent out from school at the end of lockdown to seek parents' views on remote learning. There was a total of 68 responses, with the majority expressing very positive comments about the provision and support available from staff.

Negative comments focused on the following areas:

- Zooms could be **difficult to co-ordinate** with multiple siblings needing to be on a call at the same time;
- larger families or families with pre-school children found it challenging to find **physical space** in their homes as well as **time** to provide their children with the support they felt they needed;
- some families would have preferred all work to be provided via **handouts** rather than on the website;
- parents who were working from home found it challenging to ensure that their children were on Zoom calls at the right time although they also appreciated the structure that these sessions gave to their children;
- parents who were working from home found it hard to engage with their children and give them the support they needed to complete their work.

Q: The responses look to be mainly overwhelmingly positive, with high levels of engagement. Are there any reasons why the Lower KS2 class responses are different? There are lots of different reasons why children may not be able to engage, for example, family size, pre-school siblings and parents juggling working from home with homeschooling their children. Some found it very hard to commit to attending Zooms and some found it very hard to get their children to co-operate with the learning. If a child was not engaging either by not attending the Zoom sessions or not submitting work, the class teachers would phone or email the parents to offer additional advice, support and encouragement.

Governors agreed that in terms of the remote learning offer, school had provided excellent quality and quantity of resources, activities and online teaching.

9 POLICIES

This item was taken after item 5 while waiting for the Headteacher to join the meeting.

9.1. For review

Governors were advised that the Headteacher and School Business Manager have examined all of the following policies to ensure that they are up-to-date and reflect the ethos of the school. Only minor changes have been made.

9.1.1. Admissions Policy 2022-23: Governors were reminded that the Diocese had requested clarification to a footnote in the policy. In view of the timescales to submit the policy to the LA, the Diocese had recommended that governors

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could grant provisional approval via email on the proviso that the policy would be agreed formally and minuted at the next FGB.

Governors approved the changes to the Admissions Policy 2022-23.

9.1.2. British Values Policy: Governors had no questions on this policy.

Governors approved the British Values Policy.

9.1.3. Looked After Children: Governors had no comments on this policy.

Governors approved the Looked After Children Policy.

9.1.4. Pupil Records: Governors had no questions on this policy.

Governors approved the Pupil Records Policy.

9.1.5. Relationship and Sex Education: Governors had no comments on this policy.

Governors approved the Relationship and Sex Education Policy.

9.1.6. Supporting Pupils with Medical Needs: Governors had no questions on this policy.

Governors approved the Supporting Pupils with Medical Needs Policy.

9.2. No changes

Governors noted that the following policies remain unchanged:

- **Bereavement and Loss**
- **Mobile Phones**
- **Remote Learning**

9.3. Policies to be deferred

It was noted that the following policies would be deferred to the next meeting:

- **Data Protection**
- **Freedom of Information**

Next FGB

10	<p>SAFEGUARDING</p> <p>Governors were advised that the Chair will visit school to examine the SCR before the end of term.</p> <p>The Headteacher notified governors that a fire drill had been carried out since re-opening to ensure that pupils were able to evacuate the building quickly and safely.</p>	CM
11	<p>CHURCH SCHOOL UPDATE</p> <p>The Headteacher continues to attend the Leadership Forum and has regular contact with the EDRA who is very supportive.</p> <p>As mentioned under item 6, a new vicar has been appointed to the Lordsbridge Team, and the Headteacher and School Business Manager attended her licensing service</p>	

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	<p>remotely. The Headteacher and vicar are keen to resume holding assemblies at St Peter's as soon as the regulations allow.</p> <p>The Headteacher has also received very useful material from the Diocese over lockdown which has been used for assemblies, and thanks were given to Rev Keith Tarring for his weekly assemblies which were available to all pupils via the school website.</p> <p>Q: Have you had communication from the Church Schools of Cambridge? No, but this would also be very welcome.</p>	MR
12	<p>NETWORK CB23</p> <p>Network meetings are continuing to take place virtually, and plans are in place for virtual events such as a Spelling Bee.</p> <p>The Headteacher continues to have regular online meetings as part of the Triad with The Vine and Bourn. The Vine Headteacher is currently undertaking research on retention of staff. It may be useful to share this with governors in due course.</p> <p>At the Chair of Governors Network meeting, discussions focused mainly on how to monitor pupils' learning during lockdown. It was suggested that it would be useful for Chairs to observe other governor meetings. Governors had no objections to this proposal, and agreed that it would be beneficial to see how other governor meetings are conducted.</p>	
13	<p>GOVERNOR TRAINING</p> <p>The Training Governor had circulated a number of documents via email prior to the meeting, including slides and handouts from training sessions. These have all been uploaded to Governor Zone.</p> <p>Governors' attention was drawn to:</p> <ul style="list-style-type: none"> • the School Governance training programme for the Summer Term, and • the Ofsted document on remote learning research which identifies that the challenges experienced by Barton are very common to other settings. 	
14	<p>SCHOOL STREETS</p> <p>Governors were advised that letters informing parents of the School Streets Scheme will be sent out by school at the end of term. This is to coincide with the letters that are being sent out from the LA to all local residents. The scheme will start on Monday 12th April and is in line with Covid-19 regulations to encourage social distancing and active travel, and will also have the additional benefits of reducing congestion and pollution, and improving safety for pupils on their way to and from school.</p> <p>Four members of the community have been trained in how to operate the closure of School Lane. Once the letters have been sent out, it is anticipated that school will be able to recruit a wider group of volunteers to administer the scheme.</p>	JM/CM
15	<p>ITEMS ADVISED BY THE LOCAL AUTHORITY</p> <p><i>This item was taken after item 9 while waiting for the Headteacher to join the meeting.</i></p> <p>15.1. GIAS</p> <p>There is a requirement to publish governors' details on the "Get Information about Schools" government website, and the LA is asking for this information to be recorded as soon as possible. At previous meetings, concerns had been raised about the categories of information that needed to be included. The following are needed:</p> <ul style="list-style-type: none"> • full name • position held • term of office 	

	<ul style="list-style-type: none"> • email address <p>This linked to the item below.</p> <p>15.2. Governor email addresses It was noted that the Chair and Clerk have their own email addresses: chair@barton.cambs.sc.uk and clerk@barton.cambs.sch.uk</p> <p>Although the governing body is mitigating any data protection risk by uploading all sensitive documents directly to Governor Zone and only using personal email addresses to signpost governors to relevant information, the Diocese has advised that there is still a possibility of mis-sending emails, and that this would be a serious breach of GDPR regulations. It was highlighted that if governor email addresses are introduced, the account could simply be closed when a governor leaves, thus ensuring the appropriate management of information.</p> <p>Governors discussed whether it would be possible to send governor emails to a governor account and then have them automatically re-directed to their personal email address. This does appear to be a possibility, but further advice will be taken from the Diocese to confirm the position.</p> <div style="border: 1px solid black; padding: 5px;"> <p>Governors agreed the following:</p> <ul style="list-style-type: none"> • that they had no objection in principle to using a separate governor email account; • that the Chair should confirm with the Diocese whether emails sent to governor email accounts could be re-directed to a personal email address; • to publish all governors' names, position, term of office and email address on the GIAS website using office@barton.cambs.sch.uk as a temporary measure </div> <p><i>JM arrived at 7.29pm following parent consultations.</i></p> <p>Post-meeting note: An email address is only required for the Chair of Governors for the record to be saved on the GIAS website. All other governor records only require name, position and term of office to be recorded.</p>	<p>CM</p> <p>WG</p>
<p>16</p>	<p>COMMUNICATION</p> <p>16.1. Parent Consultations As noted under item 8.1, parent consultations have been held via Zoom for all classes this week. Feedback has been provided on the recent assessments that have taken place as well as how pupils have settled back into school.</p> <p>16.2. Governors' Bulletin The Chair thanked the Committee Chairs for their contributions to the Spring Newsletter. This will be issued to all parents at the end of term.</p>	<p>CM</p>
<p>17</p>	<p>REVIEW OF THE MEETING</p> <p>What have governors done at the meeting to make sure standards are being raised?</p> <p>Governors have:</p> <ul style="list-style-type: none"> • reviewed the remote learning provision, ensuring that a thorough evaluation from all stakeholders has been sought to ensure that the learning represented excellent quality both for those pupils in school as well as those learning remotely. • discussed the wellbeing of all staff and pupils, including workload, the SEMH impact of lockdown, anxieties about returning to school, and ensuring that support is in place to address each of these areas. 	

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	<ul style="list-style-type: none"> examined the latest pupil data concerning progress and attainment, with a particular focus on Y4 and the steps that are being put into place to ensure that these pupils are given the best possible opportunity to catch up with their learning. looked ahead to next year and considered plans for staffing classes to ensure that pupils with a range of diverse needs are supported appropriately. reviewed policies to ensure that school operates to the highest standards. looked at how catch-up funding is being used to make sure that it is targeting gaps that need to be addressed. considered ongoing governor vacancies, recruitment and possible succession planning. looked at the COVID-19 Risk Assessment for the Summer Term from the re-opening in March. listened to pupil voice via the School Council meetings focussing on pupil wellbeing as well as their experience of home learning. discussed the format for parent consultations moving forwards, considering the best provision for all stakeholders. 	
18	<p>OTHER BUSINESS</p> <p>18.1. Chair's participation on Pay Review Appeal Committee The Chair advised governors that she had recently taken part in a Pay Review Appeal Committee for another school, following their request to 'Cambridgeshire Leaders of Governance'.</p>	
19	<p>DATE OF NEXT MEETING – WEDNESDAY 5th MAY 2021 at 7.00pm <u>via Zoom</u></p> <p>The meeting ended at 8.45pm</p>	

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)