

## Minutes of the meeting of the Standards Committee of Ivydale School, held on Tuesday 29<sup>th</sup> September 2020 at 6:00pm via Zoom.

Present

Helen Ingham (HI) (**Head**)  
Kimberley Starke (KS)

Jessica Skinns (JS) (**Chair**)  
Anna Townsend (AT)

Also Present

Nicole Galea  
Lynne Gravatt (LG)  
Judith Lambert (JL)

Clerk  
Observer – Chair of Govs  
Observer

### PART 1

<b>GOVERNOR BUSINESS</b>		
<b>1</b>	<b><u>Apologies for Absence</u></b> The Clerk advised that all committee members were present and that the meeting was quorate.	
<b>2</b>	<b><u>Declarations of Interest</u></b> JS reminded Governors of the need to declare any interests for items on the agenda. There were no declarations.	
<b>3</b>	<b><u>Election of Chair</u></b> The Clerk reported that no nominations for the role of committee Chair had been received in advance and therefore welcomed nominations from those present. JS confirmed that she was willing to continue in the role for the academic year. There were no other nominations and Governors thanked JS for continuing as Chair.	
<b>4</b>	<b><u>Minutes of the last meeting –</u></b>	
4.1	<b>Approval of minutes: 21/1/20 and 10/6/20</b> The minutes of 21/1/20 and 10/6/20 had been distributed in advance. It was <b>RESOLVED</b> that they were an accurate reflection of the meeting; JS undertook to apply an electronic signature to the minutes and forward them to the school for retention.	<b>JS</b>
<b>5</b>	<b><u>Review Terms of Reference and annual work plan</u></b>  <b>Terms of Reference</b> It was <b>RESOLVED</b> to propose no changes to the Committee TOR prior to their presentation to the FGB on 1/12/20.  <b>Work Plan</b> The work plan had been circulated in advance. Governors discussed the impact of the pandemic on the workplan due to the lack of summer term and end of year data and thus the ASP and IDSR documents. HI noted that all schools are in the same position and that it is quite liberating, however, internal data will be available in January 2021. For now, the focus of the committee will be on the Contingency Plan and the arrangements for remote learning which are both substantial and relevant issues to the current circumstances facing the school.  <b><i>AT asked if there were any significant workplan areas which were missed due to the pandemic.</i></b> HI confirmed that no statutory items were missed. The requirement for the new Relationships, Sex and Health Education Policy (RSHE) was due to come into effect from September 2020 but due to the pandemic this	<b>Clerk</b>

	<p>has been delayed until Spring term 2021. At Ivydale, the policy was ready to be introduced in the spring term 2020 and will be addressed later in this meeting.</p> <p>It was <b>RESOLVED</b> to follow the existing workplan (where possible) this year and review it for 2021 / 22.</p>	
<b>STANDING ITEMS</b>		
6	<p><b><u>School Development Plan and Contingency Plan</u></b></p> <p><b>Covid-19 Contingency Plan</b>          HI reminded Governors that the SDP had been discussed at the recent FGB and so this meeting will focus instead on the Contingency Plan. She referred Governors to the plan which had been circulated in advance and which all schools are required to have in place by the end of September 2020.</p> <p>The plan considers all scenarios or eventualities and divides the school's response into 3 possible outcomes: -</p> <ol style="list-style-type: none"> <li>1. The school is open for all - with Covid security measures in place</li> <li>2. There are class or group closures – this has not impacted at Ivydale so far but has occurred elsewhere in Southwark.</li> <li>3. The school is required to close (DfE Tier 4) – in school provision must continue for key workers and vulnerable children</li> </ol> <p>HI then walked the committee through the management of the response to each scenario.</p> <p><b>Governors asked what the DfE requirement is for the Contingency Plan.</b> JL stated that there is no DfE model. The plan must be specific to the school's context, SLT reviewed some published examples to use as a starting point. HI confirmed that it will be updated as necessary to reflect learnings and as the system tightens. It relates to the curriculum and learning and references other existing documents in school (eg Risk Assessment, Remote Learning Plan etc)</p> <p><b>JS asked if the DfE have set any requirements for the Remote Learning Plan.</b> JL stated that the requirement is to provide appropriate and representative learning in line with the usual classroom learning curriculum. The Ivydale plan is aligned to the school curriculum and attempts to replicate the classroom. There are no set requirements for the delivery as all schools have taken an individual approach to this.</p> <p><b>AT noted that at last week's FGB, Governors were told that the remote learning arrangements were not ready to go if required immediately and asked if this position has changed.</b> JL confirmed that progress has been made since then; the school has migrated onto Microsoft 365 and has access to Microsoft Teams. The next step will be to make it available to parents, provide log on details and support for those who need it. Pupils and teachers will then be able to log on and upload work within the platform without having to email documents.</p> <p><b>JS asked what an average day would look like using the new remote learning platform.</b> HI stated that the aim is for remote learning to be used mainly if a bubble needed to close; there is a slim chance that the entire school may be required to close but if so, it is understood that it would likely be for 2-3 weeks only.</p>	

JL stated that it would reflect the usual classroom arrangements and takes into account feedback received from parents and considerations regarding the accessibility of devices and equipment: -

- On Friday, parents and pupils will receive a weekly overview of the work for the coming week, pieces of work will be posted daily
- Each day there will be maths and literacy (video or worksheet) sessions
- Links to 1 or 2 topic lessons eg music, art, geography, history
- There will be a 'live' lesson covering PHSE and wellbeing issues – this will be in the form of a recorded session to overcome the concerns over the whole class having access to devices at the same set time, technical abilities and that teachers may also have childcare or other constraints

**AT asked what provision, from a safeguarding perspective, is available for teachers to monitor who is accessing the provision and engaging in the work; and how will contact be maintained.** JL confirmed that it is easy for teachers to monitor who is engaging in written work as children will be asked to upload their documents over the course of the week but this is more tricky for the live sessions. Within the Contingency Plan, Learning Mentors have been tasked with keeping in touch with families via welfare calls. They will identify any support needs and signpost access.

**JS asked if the school is aware of families in need of support / devices.** JL confirmed that an equipment survey was carried out at the start of lockdown which identified the families with no or limited equipment; another survey is planned. The school has just received 20 laptops from the DfE (based on the school size) which will need to be formatted and set up to ensure that they are safeguarding compliant before they can be distributed. Applications have been made through other routes for devices resulting in an additional 5 received during summer. If a class / bubble closes, those families identified as having the greatest need will be loaned the equipment for the duration of the closure. One pupil is shielding and so a trial run is going to be done to set up a device. HI commented that the equipment is welcome but does not address any infrastructure issues in homes and the capability of running multiple devices at the same time for different children and parental needs. The follow up survey will seek to identify these issues.

**JS queried how pupils will receive feedback whilst using remote learning.** JL reported that given the variety in the amount of work produced by different children, the expectation is that teachers will provide thorough feedback on at least 1 piece of work when the week's work has been uploaded.

**AT asked if the school has a picture of where pupils may have regressed (eg SEN) following lockdown and is this being used to inform planning including remote learning provision.** JL stated that it is still early days; the majority of pupils returned very energised and really willing to learn, KS2 pupils in particular said that they had been bored at home. No real pattern of gaps has been found; teachers have identified only a few children who appear to have done little during lockdown and have regressed, most have a few gaps. Many families found the experience of lockdown to be liberating and not necessarily harder for groups such as SEN.

Teachers have identified more gaps in math than literacy and are quickly picking up on them and moving towards the usual age related curriculum. In KS1 there are clear gaps in maths and concrete factual knowledge because of the areas not covered and where fluency needs to be recovered. This recovery may last beyond the autumn term. Teaching plans both in school and for remote learning have been adapted to address this. KS stated that within Y1, the curriculum was adapted using the Early Learning Goals and making more use of concrete resources. The

	<p>children have quickly picked up and progress can be seen in both literacy and maths.</p> <p><b>JS queried how staff feel about their roles and responsibilities as described within the Remote Learning Policy.</b> HI stated that staff have not seen the document yet but their feedback on what to include was gathered during the September INSET. The policy covers the support (including technical) available to staff depending on the scenario in play. A graduated ‘what to do if.....’ list of instructions will be provided in this week’s newsletter which will take parents from requiring to self isolate for a few days to the full remote learning package if the school is required to close.</p> <p><b>JS asked what arrangements have been made for the shielding pupil.</b> JL confirmed that this child has an EHCP and a bespoke plan has been developed.</p> <p><b>JS asked if there will be a plan written for the catch up funding.</b> HI stated that a plan had already been written prior to the DfE publicising their 1 year funding programme, it was exciting to learn that the school would be receiving £42k, but that she would check if this is academic or financial year. Some gaps can be plugged with Quality First Teaching, others will need additional strategies. SLT will look at the most effective way to allocate the funding in the Ivydale context. Many agencies and companies are sending out ‘catch up flyers’ but the school would rather use people who already know the children, school and systems. Part time staff will be asked to volunteer for additional hours, working alongside the teacher within class. Years 1/2/3 have been most impacted and so small group work will be used to target the gaps based on the model previously used in Y6.</p> <p><b>Governors asked how this committee would have oversight of this work in terms of data on the gaps and assessment of the impact of interventions.</b> JL stated that the baseline data should be available for the Committee in the spring term but that monitoring the impact could be tricky due to the different needs. Following discussion, it was agreed to: -</p> <ul style="list-style-type: none"> <li>• November Standards meeting (17/11/20) review the Catch Up Plan and structure</li> <li>• Spring and summer term committee meetings to look at case studies, impact, and points of progress</li> </ul>	<p style="text-align: center;">HI</p> <p style="text-align: center;">Agenda</p>
<p>7</p>	<p><b><u>Curriculum 2020 / 21</u></b></p> <p>JL stated that despite the DFE’s advise that schools can focus on the core skills from September, at Ivydale they have decided to retain the broad and balanced curriculum with basic skills incorporated into every lesson thus developing vocabulary and writing skills without the loss of music and art etc.</p> <p>As much of the curriculum has been retained as possible, with the main differences being in music and PE: -</p> <ul style="list-style-type: none"> <li>• Music - With the restrictions on singing in classrooms, it was planned that the Halls would be used for the weekly music lessons with Helen Wraggat providing a lesson by video. This is happening at Bellwood but as the projector at Inverton is not working, classes are having a more content based lessons focussing on the history of music.</li> <li>• PE – the need to clean equipment has led to a change in provision but pupils continue to receive 2 sessions per week.</li> </ul>	

	<p>There is a higher focus on wellbeing and PHSE which began when the school welcomed more pupils back in June. Staff work on the importance of settling back and building solid relationships to work together.</p> <p>Within the focus on Quality First Teaching for all teachers have a specific focus on the disadvantaged pupils but within the classroom setting rather than being taken out for small group work. The Catch Up Plan will have a clear focus on the needs of disadvantaged pupils.</p>	
<p><b>ITEMS FOR REVIEW</b></p> <p><b>Strategic Priority: Consistently good or better teaching</b></p>		
<p><b>8</b></p>	<p><b><u>Teaching Quality Data</u></b></p> <p>HI reported that the PLPs are in the process of restarting and tie in with the annual performance review cycle. Initial data will be available by November with more substantial information ready for the spring term meeting.</p> <p>HI noted that the benefit of having no NQTs or new staff this year resulted in the team hitting the ground running. She referred Governors to the staff organogram circulated in advance; every class has either a permanent teacher or long term supply. There has been an increase in the number of TAs in class but those highlighted on the chart are supporting additional needs and tend to be in class for just a morning or afternoon, others are allocated according to need. In order to preserve bubbles these staff are only working in one class but this has presented logistical issues. All classes have a teacher unless self isolating; supply is being used only where necessary.</p> <p>HI cautioned that all schools are facing issues with staff having to self isolate either because they or a family member has symptoms or where a member of staff's child's class has been closed.</p> <p><b><i>JS asked if there is an impact being felt through the decision not to replace staff for financial reasons.</i></b> JL stated that it is a different way of working and staff are getting used to it. The upper school have been following this practice for a couple of years and it has now filtered down through the school. There is an impact but not hugely on achievement and it is workable.</p>	<p><b>Agenda</b></p>
<p><b>9</b></p>	<p><b><u>Review of CPD</u></b></p> <p>HI provided a verbal report. She stated that throughout lockdown a remote CPD package was developed including a bought in safeguarding package and SEN units targeted to specific roles in school.</p> <p>Lockdown enabled staff to undertake research and training but more usual CPD has resumed this term. It has been possible to maintain weekly socially distanced staff meetings which is a good opportunity for the development of all staff. The start of term INSET looked at catch up, RSE and remote learning including ensuring that teachers were familiar with the Microsoft Teams language and that they had the skills and tools to make it effective. Some staff are undertaking long term courses, most of which are being conducted remotely which brings benefits and challenges.</p>	

<p>10</p>	<p><b><u>Relationships, Sex and Health Education Policy</u></b></p> <p>JL reminded Governors that the policy had been discussed last year by the committee; the circulated document was updated to reflect the final guidance. Staff have been trained and input has been received from this committee, staff, parents via a workshop and forum and from pupils into the final policy. JL stated that the Forum was a well attended from a good cross section of opinion which also included a governor. The policy was also publicised in the newsletter along with a list of recommended books.</p> <p><b><i>AT highlighted areas of the policy that could benefit from greater clarity</i></b></p> <ul style="list-style-type: none"> <li>• Tailoring for those children who are unable to access the age appropriate parts of the curriculum due to eg SEN needs – JL confirmed that reference to this was included in the draft policy and would be reinstated.</li> <li>• Where there is separate teaching – JL confirmed that Learning Mentors tend to provide the sessions and this aspect will be clarified in the final policy.</li> <li>• FGM and broader issues of consent – JL confirmed that it these issues are covered in the ‘Keeping my body safe’ section and there is also a section in the Safeguarding Policy but acknowledged that it is important for staff to be mindful of this so undertook to amend the wording further to reflect this.</li> </ul> <p><b><i>JS asked if any controversial issues arose from the Parents’ workshop or forum.</i></b> JL stated that some parents were unhappy with the use of proper terminology and there was some anxiety around diversity issues. However, the policy is clear on the statutory requirements and they were mainly reassured that Appendix 1 of the policy clearly states that school will not be promoting a particular lifestyle over another but that children should be aware that there are different types of relationships. Parents must also be clear that relationships education is compulsory and children cannot be withdrawn from this aspect.</p> <p><b><i>AT referred to Appendix 2 and asked if the school would arrange a meeting to discuss parental concerns if a request to withdraw a pupil from sex education was received.</i></b> JL confirmed that this is the current procedure and it would continue. Parents are usually reassured when they view the materials and there has only been one issue over the last 3 or 4 years.</p> <p><b><i>JS sought clarity on the use of guidance in drafting the policy as the government has not specified what the policy should state.</i></b> JL confirmed that Appendix 1 is based on the guidance and areas that teachers were keen to include that are not statutory eg the section referring to sending pictures and information online (for Y5 /6) as a number of pupils are not aware of the implications.</p> <p>It was <b>RESOLVED</b> to ratify the policy with the amendments noted regarding areas of greater clarification. JL undertook to</p> <ul style="list-style-type: none"> <li>• update the policy and forward to the Clerk for circulation to all Governors.</li> <li>• Publish the policy on the school’s website and signpost it in the newsletter</li> </ul>	<p>JL Clerk</p>
<p>11</p>	<p><b><u>Dates of Future Meetings</u></b></p> <p>17/11/20 9/2/21 18/5/21</p>	

12	<p><b><u>Urgent Business</u></b></p> <p><b>Pupil Premium Link Governor</b></p> <p>Governors discussed the need for a new Link Governor given SK's imminent departure from the Board but noting the paucity of non staff Governors on this committee and the suggestion of a Resources Committee member taking on the role. It was agreed that it would be discussed at the Resources Committee and the new link invited to attend the November Standards Committee to report back.</p> <p>There were no further items and the meeting concluded at 7:20 pm.</p>	<b>Agenda</b>
<p><b>Signed:</b>.....</p> <p><b>Date:</b>.....</p>		