

## MINUTES OF A MEETING OF THE STUDENT COMMITTEE

Held on 25 March 2020, 5.30pm

Present via remote access: Isobel Tooley (Chair), Peter Collins, Alex Duke, Jenny Maraspin (Headteacher), Helen O'Connor, Carl Styants, Nicky Taylor  
In attendance via remote access: Sue Fletcher (Clerk), Kay Lawton (Acting Deputy Headteacher), Mandy Sands (Designated Safeguarding Lead, safeguarding part of item 4.5 only)

Item		Action	Lead	By
	The meeting was held via remote access as a result of the social distancing measures put in place by the government on 23 <sup>rd</sup> March in response to the Covid-19 Coronavirus outbreak. The clerk had supported committee members with using the software required to attend meeting remotely. The agenda had been adapted to focus on the School's response to school closures and cancellation of examinations announced by government on March 18 <sup>th</sup> .			
STU 4.1	<b>Apologies</b> Apologies were received from Al Stephens.			
STU 4.2	<b>Declarations of Interest</b> There were no declarations of interest or conflict with any agenda item.			
STU 4.3	<b>Minutes of the Last Meeting</b> The minutes of the meeting held on 29 January 2020 were confirmed as an accurate record and will be signed at a later date (after the social distancing measures have been lifted).			
STU 4.4	<b>Matters Arising</b>  <u>STU 3.6.2 Pupil premium: census data</u> JM confirmed that the required correction had been made to the census data to reflect the correct number of Year 7 students who attract the pupil premium.			

	<p><u>STU 3.6.2 Pupil premium statement</u> The statement required for publication on the website had not yet been updated with the agreed changes and revised figures. NT offered to do this based on the notes recorded in the minutes of the last meeting.</p> <p><u>STU 3.9/3.10 Risk Register</u> The agreed updates had been made and the Risk Register re-circulated. A report had been provided to the Audit Committee.</p> <p><u>STU 3.11 Policies</u></p> <ul style="list-style-type: none"> <li>- <u>Assessment, Recording &amp; Reporting Policy</u>: the agreed updates had not yet been done and would be deferred. JM noted that the change from Progresso to Arbor (Management Information Systems) may alter the use of mark-books and therefore references in the policy may change effective from September.</li> <li>- <u>Citizenship Policy</u>: the agreed re-working of the Citizenship Policy had not yet been completed and would be deferred.</li> <li>- <u>Attendance Policy</u>: had been republished.</li> <li>- <u>E-safety &amp; ICT Policy</u>: had been republished.</li> </ul>	Update Publish	NT Clerk	Apr '20 Apr '20
STU 4.5	<p><b>Coronavirus (verbal update)</b> JM reported that the School had been well organised ahead of school closures coming into force, and had started putting plans in place several weeks prior. In particular:</p> <ul style="list-style-type: none"> <li>- Teachers had revised schemes of work for lessons until Easter and students had been provided with information and packs to support remote learning online. A few students without internet access at home were still to receive tailored packs, but these were in hand.</li> <li>- School laptops were being reconfigured in order for them to be able to be distributed to students who need them to facilitate working from home.</li> <li>- "Teams" of staff had been set up, using Microsoft Teams to communicate, including a curriculum &amp; development team, a communication team, a safeguarding team, a virtual school team, a "next steps" team, and a community team.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Technical capability to run a virtual school should be ready to start after Easter and trials would be taking place over the next week or two.</li> <li>- Research was underway into best practice for teaching online, for example in relation to setting and receiving work, structure of “lessons”, and use of videos and podcasts. Consideration was also being given into how many lessons a day are realistic and reasonable with an initial view that the format should not try to mirror a usual school day of 5 one-hour lessons and that on-line provision will be significantly different.</li> <li>- Year 9 had not received their options evening, and no information had been collected from students on what subjects they would like to choose. Use of the new technologies will be made to help students make their choices.</li> </ul> <p>It was noted that it will be challenging to teach and keep students motivated via online means, and that efforts must be reasonable, realistic and deliverable. JM confirmed that the approach to be taken would be to start small with a view to building if successful. Time to review the provision would be necessary so that support and changes can be targeted appropriately.</p> <p>In terms of children of key-workers and vulnerable children who are permitted to attend the school premises with effect from 23<sup>rd</sup> March, JM informed governors that:</p> <ul style="list-style-type: none"> <li>- The key message from government to schools is that they should stay open for small numbers as a support to front-line staff and vulnerable families only.</li> <li>- 43 students had been invited to attend, of which 27 had been expected. However, only 15 had needed the provision on the first day and, following the Prime Minister’s broadcast that evening on nationwide restrictions, the number of attendees had dropped to 8 on Tuesday, and was down to 6 on Wednesday. Some increase was expected when volunteers being recruited by the government become key workers but the small numbers were pleasing and indicated that parents were taking government advice seriously.</li> <li>- When in school, the provision is currently more akin to childcare than education, but new routines will establish over the coming days and weeks. To date, time outside on gardening activities had been maximised to benefit from good weather. Design and art activities had also been provided.</li> </ul>			
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	<ul style="list-style-type: none"> <li>- A strict regime is in place within school to mitigate the chances of transmission of the virus, with children being kept well apart and allocated their own desks and toilet, and new cleaning protocols.</li> <li>- As much of the school as possible is closed, with only the Atrium, the downstairs i-desk area and grounds being used. The meeting room and disabled toilet in the reception area had been allocated for isolation in case of anyone experiencing symptoms.</li> <li>- First aid provision on site had had to be minimised, meaning that first aiders were currently on-site three days a week and on-call two days a week. This was in keeping with revised guidance.</li> <li>- Safeguarding continued to be covered, with an appropriately trained adult always on-site.</li> <li>- At present the rota for leading the student activities meant available staff were needed only once a fortnight. At other times staff are working from home to minimise risk. A member of senior staff is either on-site or on-call each day.</li> </ul> <p>Governors thanked JM and staff, noting that arrangements were well in hand and had been impressively implemented.</p> <p>NT (Staff Governor) confirmed that she felt comfortable being in School with the protocols that have been put in place.</p> <p><u>Year 11</u></p> <p>KL reported that initial information indicated that four forms of evidence may be used to award GCSE grades: prior achievements, internal teacher tracking / mock exams, predicted grades and analysis/modelling of data trends. It was not yet known when evidence and information will need to be provided to the exam boards.</p> <p>KL observed that teachers had been preparing for this eventuality and will be ready to provide the evidence required by the exam boards. Mock exams had been held in November, however these had been primarily for diagnostic purposes. In some subjects further work had been completed under controlled conditions over the last couple of weeks for more up-to-date information. Staff had been tasked with ensuring mark-books are up to date. Most teachers would not need access to the School in order to complete this or to compile evidence having taken home the required books and papers. Some vulnerable staff had left school quickly to start self-isolation prior to the school closing and in these cases it would likely take longer to gather the required information.</p>			
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	<p>JM reported that an assembly had been held with Year 11 students prior to the closure and this had focused on reassuring them about their next steps. The “next steps” team was being led by Mrs Probert, the Careers Lead, and she would be working to ensure all Year 11 students have somewhere to go after Year 11, including matching those at risk of being not in education, employment or training with apprenticeship opportunities or alternatives.</p> <p>It was hoped to use staff with A-level teaching experience to pre-teach the first topics of some A-level subjects over the coming term to help Year 11.</p> <p>A prom, certificate evening and other end-of-school celebrations would be held when circumstances allow so that Year 11 students do not miss out on these milestones.</p> <p><u>Safeguarding, mental health and special educational &amp; disability needs (SEND)</u></p> <p>The Chair asked if there were any particular actions that the School is expected to take in relation to vulnerable students. JM and MS confirmed that the Department for Education has been clear in relation to expectations for vulnerable students and that the School has put appropriate action plans in place:</p> <ul style="list-style-type: none"> <li>- Tutors will call parents/students once or twice a week.</li> <li>- The SENCo will provide support to students with an Education, Health &amp; Care Plan (EHCP) who are not in school.</li> <li>- The Safeguarding &amp; Welfare Officer will liaise with parents of looked after children and those who are otherwise vulnerable. She would also liaise with agencies such as the Family Partnership Zone. Communication with social workers and child protection officers was ongoing, with remote conferences being held where needed.</li> <li>- Pragmatic and sensible decisions were being made in individual cases with regards to whether students are best attending School or staying at home (eg vulnerable students living in households with someone in a category advised to follow social distancing protocols particularly stringently).</li> <li>- Some families would also need support from the wider community. The “Community Team” had been asked to keep abreast of what is happening locally and also to offer the School’s help to the wider community where possible.</li> </ul>			
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	<ul style="list-style-type: none"> <li>- Food is being sent home to a few students who are entitled to free school meals and who cannot access shops to use the vouchers that are being provided.</li> <li>- The most serious concern for the safeguarding team is the impact of the lockdown measures on situations which are already volatile. Additional contact would be provided for the most vulnerable.</li> <li>- JM and KL had visited every tutor group before the School closed to reinforce the message that they remain trusted adults and available at any time even whilst students are not attending.</li> </ul> <p>The Chair asked if there is suitable guidance from the DfE at present or whether staff are operating solely from their best judgement. JM confirmed that there is a DfE update each day which is shared with all staff. She noted that the updates are reinforcing the message that, for vulnerable students, schools must balance the risk of the virus if a student attends school with the risk to them of being at home.</p> <p>AD (Staff Governor) confirmed that tutors and other staff are continuing checks on welfare whilst children are not at school. He felt the plans were well organised, with good systems in place to keep students safe.</p> <p><u>Free school meals</u> JM reported that students entitled to free school meals had been provided with Co-op vouchers and that the decision had been taken also to cover the Easter holidays to help prevent extra stress points for families. Other schools were doing similar.</p> <p><u>Collaboration with other schools</u> JM noted:</p> <ul style="list-style-type: none"> <li>- There was some “sharing” of students with The Purbeck School, in terms of supporting students who live locally rather than based solely on which school they normally attend.</li> <li>- Headteachers are regularly in contact, both through the Purbeck Education Partnership and the Dorset Association of Secondary Headteachers.</li> <li>- She had worked with Swanage Primary School and St Mary’s Primary prior to closure.</li> <li>- Theresa Leavy, of Children’s Services at Dorset Council, is holding a daily conference call with hub leaders across Dorset, who then disseminate information to all the headteachers in their area. The Headteacher of Lytchett Minister School is the hub leader for Purbeck schools.</li> </ul>			
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	<p><u>Trainee teachers</u></p> <p>In response to a question, JM confirmed that one trainee teacher remained with the school. Another had left the day before closure. It was noted that the DfE are considering a trajectory approach to awarding newly qualified status to trainee teachers who are affected by the closures.</p> <p><u>E-safety</u></p> <p>A governor asked whether e-safety issues will be highlighted over the next few weeks. JM confirmed that as part of her regular communication with parents, which is planned to go out twice a week, e-safety will be covered as part of a balanced flow of information. It is intended also to include positive stories and sharing of pictures of students working from home and of the work produced. Relevant photo permissions were in place, plus a list of students whose photos must not be publicised.</p> <p>Governors congratulated JM and her team for how well things had been organised and the excellent response to the challenges presented.</p> <p>The Chair asked if there was anything governors could do to provide support and JM confirmed that she has talked things through with the Chair of Governors and will ask for support or help as needed.</p>			
STU 4.6	<p><b>Any Other Business</b></p> <p>PC (SEN Link Governor) reported that he had spoken to the SENCo and was satisfied he was actively working on support for SEN students.</p>			
STU 4.7	<p><b>Confidentiality</b></p> <p>No item would require confidential minutes.</p>			
	<p><b>Next meeting:</b></p> <p>To be confirmed.</p>			
	<p>The meeting closed at 6.40pm</p>			