



Full Governing Body Committee Minutes

Part 1

Meeting Title:	Full Governing Body - Virtual		
Meeting No:	2021/2022/03		
Date:	Monday 7 February 2022		
Time:	1900 - 2027		
Venue:			
Attendees:	Michelle Dickson Liz Doswell Emma Formoy Vicky Kollnberger Karen Mackin Sotos Mandalos Nicci Morris Dan Pearman Gordon Rimmer Jonathan Salmon Geraint Thomas Andrea Walko-Roberts Russell Woodman	Parent Governor Staff Governor Parent Governor Parent Governor Co-Opted Governor LA Governor Co-Opted Governor Co-Opted Governor Co-opted Governor Co-Opted Governor Co-Opted Governor Parent Governor Parent Governor	Educational Visits & e-safety Wellbeing & Sports Funding Pupil Premium Development Governor & Vice Chair Safeguarding, Early Years & Spotlight Audits and Compliance Head Teacher Deputy Head DP/GDPR/Cyber Security Values Health & Safety Curriculum & SEND
Invited	Mrs Amy Dixon , Assistant Head		
Apologies:	Akif Khan		
Clerk to Meeting	Pat Arthur		

1	<p>Welcome and Apologies The Vice Chair welcomed governors and Mrs Dixon to the meeting. Apologies had been received from Akif Khan</p>
2	<p>Declaration and Conflicts of Interest There were no conflicts of interest other than those on the Register of Business Interests on GVO</p>
3	<p>Ofsted Update – Pedagogies The VC said Ofsted would become a regular item at the meeting and Mrs Dixon was going to give a presentation on Pedagogies.</p> <p>Mrs Dixon explained her role for the benefit of the new governors and explained her presentation was on Hillside Pedagogies. What is a pedagogy, what is its purpose, what do they look like and why they are needed?</p> <p>What is a pedagogy: it related to the study of teaching strategies and how they influence students? A thoughtfully considered and effective pedagogy is crucial for helping students to learn more successfully and helping them develop high order thinking skills. (Based on Paul Main, Pedagogy for Teaching: A classroom guide)</p> <p>Mrs Dixon explained back in 2017 following some leadership training with Andy Hind who worked with Hillside to develop the pedagogies and showed governors the 10 pedagogies developed, these were</p>

crucial in driving teaching and learning in quality first teaching in the classroom. For example, looking at success criteria teachers were able to draw out from the modelling of teaching and the activity the children did, there was a clear success criterion throughout, the children knew how to be successful. These are used as soon as the children entered the classroom in the morning and after lunch to get them ready for their lessons. It explained what the teacher wanted the children to understand, why they were learning, what they were learning and putting it into a real-life context.

The 10 pedagogies were developed and formed the basis of all the teaching and consistency across the school these are now well embedded within the school.

The school staff are developing a further 9 new pedagogies which are now important to ensure children are making progress within the new curriculum.

The new pedagogies are modelling and worked examples, Context and Purpose, Reflection and Feedback, Independence and Scaffolding, AFL, Retrieval, Outdoor Learning, Retrieval. With 20%, being to ensure all pupils make progress by tracking and tailoring learning to suit the needs of the bottom 20% of children.

Children understand why they are learning something and the purpose of what they need to know, and the school has seen a change in the children because they understand what they are taught.

Mrs Dixon explained the reasons for Feedback, is to provide children at the point of learning with feedback as this has the biggest impact on them making improvements in their work, they can edit and can improve and reflect on their learning. Teachers have seen a big change and improvement on progress in all pupils.

Retrieval is a new one which is important as children need to make links in their learning and be able to retrieve previous learning and make links with new learning, how they can make connections and draw out what they already know building on this throughout their lessons.

To support the knowledge of pedagogy the school have been looking at the Thomas Harrington and Rosenshine principles in action, this looks at different approaches and strategies and draws out what is a successful teacher lesson. These reflect the pedagogies at Hillside and the school is looking at sequencing and modelling which provide a clear model of what the school expects people to do.

Using this method, the children find it easier to remember the different stages of practice and learning is broken down into manageable chunks, it is small steppingstone throughout the lessons and a part of the teaching. The children were using the white board, this is a good assessment tool, the children record their answers, show their whiteboard and the gain can immediately be seen, however lessons are captured in written form so that the evidence is clearly visible when looking for the pedagogy in books and real progress through their journey in learning is seen at the end of the lesson.

Pedagogies are a thread through teaching and learning through lesson observations, some observations were carried out in the autumn term and this term is writing.

SLT can use the pedagogies as the fuel when providing feedback to staff where they are evidenced in lessons, where were the strengths of the pedagogy, it enables guidance of new staff by going to observe others, most of the experienced staff become role models. When looking through books, looking at planning and differentiation in planning that all groups of children are catered for in lessons and that in turn ensures that the school know the nine pedagogies that have been developed and are strong through the staff and there is consistency. There will be a mentoring group for the ETC and NQT +1's.

Working with Andy Hind through the Rosenshine principles which run alongside the schools' pedagogies allows staff to think about their own practice. Andy Hind will observe someone which will forms the next discussion, talking through their lesson, they film themselves and it supports their teaching and learning.

There will be some pedagogy drop-in sessions available to all staff throughout the year.

SLT and staff had a development day for spelling, there is a new scheme that has been brought that follows the Read Write Inc Phonics. The coach challenges the staff and ensures all the pedagogies are used by staff to ensure they are the best they can be. They are able to teach, support and develop staff.

Mrs Dixon said it would be great for Governors to see how pedagogies work in the classroom.

SM asked how long has pedagogies being going on or is it a recent thing?

Mrs Dixon said the original pedagogies had been developed in 2017, when staff did some leadership work with Andy Hind, and those pedagogies were getting embedded into teaching and learning. The new 9 pedagogies started in September 2021. These were developed by staff and have been tweaked to change them after a lot of discussion it is not about senior leaders saying these are what they are, it is a team effort, everyone worked together to come up with the next 9.

VC said is this something that will be a cycle. Do you review it? Will you review it annually, what is thought process behind it?

Mrs Dixon said the original one's have been around for a couple of years, they needed to become embedded, and have worked with the teaching and learning at the time. Now they will be reviewed in the autumn term as teaching and learning does move on quite considerably and new strategies come in there may be new schemes of work and it is possible some will not work anymore; it is good to have the flexibility not to change them too quickly becomes too overwhelming. They need to have time to be embedded in the school.

JS thanked Mrs Dixon and said, you mentioned that the differentiation between different groups of children across the school in different subjects and different backgrounds had an impact on how they respond. To what extent have you seen differentiation in the appreciation and understanding of the different pedagogies from the children. JS asked if their backgrounds may have an impact on how children respond.

Mrs Dixon said a good question, and responded the school is not that explicit, in saying to the children that a specific pedagogy is be focused on today, but if there are words that can be dropped into the teaching, the children would say that they are reviewing or retrieving, learning that was undertaken last week. For example, when teaching a topic, the teacher would go back to the learning undertaken the previous week, for them to make those connections. It is discreet how these are delivered, and it is more for teachers to drive it through teaching and learning. By doing this, it is hoped this will be seen in lessons and whether children are being engaged in learning and show if staff need to be more explicit. Mrs Dixon said that she did not believe there was a need to be more specific as she has seen it work well. Some staff have a grid up in their classroom, that it is always available for reference they have included it in their planning and PPA time.

JS said you mentioned about retrieving, he would like clarification on retrieving, do you know if there are different groups of children from the different backgrounds are better or worse at retrieving, how are your seeing if these children are embracing it.

Mrs Dixon said, there were pockets of children that find retrieval difficult, and those children are pre-taught, or they are met with after the lesson. (Called scooping) If they were not able to retrieve knowledge from the previous lesson, there are other support strategies in place to enable them to work as hard as they can to retrieve that information. By reviewing at start of lessons it is another tool the school have modelled and shows how to retrieve as well. The school aims to ensure that pedagogy works for all children in the school.

The Head thanked Mrs Dixon for explaining pedagogy perfectly. In the 90-minute call with Ofsted the head will explain pedagogies they will see in school and Mrs Dixon will explain it separately. The key thing for Ofsted is to see it in the lessons and for it to be seen consistently across all lessons. If Mrs Dixon was to speak about the 9 pedagogies, Ofsted will want to see all 9 working, it is important for the staff to be seen monitoring the work.

GR asked how long it is taking the school to embed the new pedagogies into the school, where is the school at within the process? How is the school measuring the impact on the children and when do you expect to see the results of the new pedagogies?

Mrs Dixon said the new 9 pedagogies were developed in September at the start of the academic year, observations are planned throughout the year. Staff would undertake 3 blinks and lesson walks and looking for them during lessons.

For the more experienced staff not much has changed the pedagogies have been adapted or tweaked a little Senior leaders expect to see these quite consistently, Recent writing observations have been carried out. Mrs Dixon supports new teacher in understanding the new pedagogies, the work had been undertaken over the autumn and now in the spring term. Mrs Dixon said she would be confident that Ofsted will see these in lessons and will see the support and coaching that is undertaken in supporting staff.

Mrs Dixon said it should hopefully become embedded by the end of the school year.

GR said that by the end of the school year everybody will be where they are meant to be.

Mrs Dixon said yes.

GR said, Mrs Dixon had mentioned seeing some success, how is the school measuring that success and the impact?

Mrs Dixon said for example the modelling has stayed as one of the pedagogies and there is a clear model of what is expected. There are some good results from the children their books reflect the journey through a lesson and through a topic, overtime the progress is evident and where the pedagogies have been strong, because of the outcome at the end in the published piece of work.

GR said when Ofsted walk through the door how will you show them the evidence?

Mrs Dixon said she would be able to identify which staff are strong and would be able to evidence a good model.

The Head said it is fine to have teachers who are still developing, especially young teachers, the school runs a real time coaching model as the school believe it has the biggest impact. Mrs Dixon is doing a great job in working with the younger teachers every 2/3 weeks. The Head said she would not expect all staff to know everything, but consistently to have good teaching and some will have outstanding teaching.

AWR asked where pupil voice fits into the monitoring side of it.

Mrs Dixon said that pupil voice had not been undertaken on pedagogies, because at present the pedagogies are for teachers and developing the teaching practice effectively, moving forward when these are securely embedded it would be good to share with the children and they can talk about retrieval and feedback will support their learning. These are conversation had with the children but not specifically related to pedagogies.

MD asked what AFL stood for?

	<p>Mrs Dixon said Assessment for learning, by questioning and checking children understand, sometimes it is through formal assessment and it the school's way of gauging and through discrete assessments during lessons. Spot checks are carried out these are now called professional development lessons, one of the senior leaders will go into the classroom not to judge the lesson, but to coach, if need be, it is an open-minded way of having leaders in the classroom and for the staff to know they are being supported in their professional development and it will take away some of the anxiety.</p> <p>The Head responded to AWR, it was a perfect question about pupil voice, and it has been added into the School Improvement Plan, as Mrs Dixon articulated earlier pedagogies move on and there is new development and pupil voice is very much the top of the agenda.</p> <p>The Head said leaders are always asking some question of the children about their learning and what they enjoyed and why, and what they found challenging.</p> <p>Ofsted will be doing this, and staff are being made aware Ofsted will be looking at books possibly 50% of the time with 25% on teaching and 25% will be conversation with staff and looking at data.</p> <p>The Head thanked AWR for the question.</p> <p>Mrs Dixon thanked governors for there challenging questions.</p> <p>VC thanks Mrs Dixon for her talk on Pedagogies.</p>
4	<p>Governance</p> <p>a) Disqualification – M Harris</p> <p>The VC explained that MH had not attended any meeting since last June, and despite being contacted by the Chair and Clerk had not responded to any correspondence or phone calls. The DfE guidance states that if a governor has not attended for 6 consecutive meetings and not sent apologies, the Full Governing Body can agree to disqualify the governor.</p> <p>VC explained that MH would not be able to become a governor for a least a year from the date of disqualification.</p> <p>VC asked governors if they agreed to the disqualification of MH. All governors agreed MH should be disqualified from the date of this meeting.</p> <p style="text-align: center;">Action: clerk to send letter via email to MH explaining the reason for the disqualification</p>
5	<p>Approval of Minutes for 6 December 2021 on GVO</p> <p>The Clerk confirmed the minutes had been approved on GVO.</p> <p>The following comments had been made by EF on Page 4 of Part 1 minutes it should read: how the reports are now structured</p> <p>EF had attended the Ofsted training with KM and AK.</p>
6	<p>Matters Arising from 6 December 2021</p> <p>VC confirmed all action had been completed.</p>
7	<p>Vice Chair's Update</p> <p>VC said historically governors had been a governor linked to a year group, following discussion between the Head and Chair it was agreed not just because of Ofsted, but it would be better to have governors linked to subjects. VC said the document had been added to GVO and asked if governors had read the document, and for those who had not seen it the VC would send a link.</p> <p>VC went through the subjects with these being allocated to:</p>

Art	MD	Music	MD
Computing	VK	Personal Social health Economics	JS
Design Technology	RW	Physical Education	GT
Geography	SM	Reading/Phonics	EF
History	KM	Religious Education	RW
Maths	GR	Science	AK
Modern Foreign Languages	RW	Writing & Spelling	AWR

The VC suggested that governor reach out to the Head. The expectation is for governors to meet with the subject leader at least twice a year and one of the meetings to take place before the end of term.

VC asked if there were any questions?

SM asked if the meeting were to be in person.

The Head said governors could come into school if they undertake a lateral flow test which is negative before coming into school and wear a mask. It would be more beneficial for governors to meet in school if possible if it works for them.

The Head said that she recognised some governors would not be able to get in during the day and it would be possible to undertake virtual meetings if it was preferable so that children's books can be looked at and governors could talk to the children. The head and chair would be producing a document of questions to ask subject leaders, covering how well they know the subject, knowledge about how they monitor their subjects, how they know children are making progress, what do the children like about their subject, where are the strengths and where are areas of development in the subjects.

Governors will then be prepared for their visits in advance.

SM suggested that it would be more appropriate if JS had Religious Education and RW PSHE.

VC said that JS and RW would need to discuss, and swap leads and sort out amongst themselves.

The Clerk asked that any changes made to roles, be discussed with the Chair as the document will need to be amended prior to being added to GVO. The clerk asked that she was copied on any emails.

VC said in addition to the questions, there are some e-learning on NGA and some basic expectations of what is expected by governors when visiting schools. VC said it was called Expectations of Governors in school and put things in layman's terms. It was no longer than 20 minutes long.

VC asked the Head when teachers would be able to contact governors. The Head confirmed it would happen before the half term.

KM asked if she still had Early Years in her group as it was important.

The Head said even in early years the inspectors will want to know what history is being taught, even though it is under a different umbrella of understanding the works as well as Geography.

DP confirmed that Early Years was a separate line and was allocated to KM

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Reports

a) Headteacher Report

The Head thanked governors for the questions raised on GVO and said she had responded via GVO and would not elaborate on the questions. The questions are listed below

VK said Congratulations on your comments on phonics, both from the SLA and the external phonics support! You should be very proud that you have managed to embed this over the last few years and maintain - despite the Pandemic! Congratulations all round.

What was the evidence for the 'excellent learning culture'? from the SLA? In every class visited children were focused on their learning without exception.

Could you tell us about the data drops, what they entail and what the alternative is, please? Those children 'causing concern' are you able to work closely with the families to support the child? I presume you mean is the school able to work closely with the families (not me !). We must prioritise to manage case load; Debbie Smith has most families with other DSLs and SLT supporting families too. DS is very good at sending 'check in' text messages to families.

You have had an increase in EHCP since last term, was this a new identification or waiting for approval of? These were EHCPs awaiting approval. It takes a significant amount of time to gather the right evidence and complete the requirements for an EHCP. We are submitting 2 more this term.

These EYFS children who you have identified as cause for concern, do you think this is pandemic related (i.e., lack of socialisation early on), or is this a more specific need? 2 are more specific needs (have EHCPs) 1 possible pandemic related but has no boundaries at home so finds the boundaries in school difficult.

At the beginning of the year there were 66 pupils on the PAN (I missed last FGB where this had dropped to 60 last term and was now up to 61). What happened to this child? The Head asked for clarification.

The previous HT reports its states Year 6 pupil on roll are 66 (October) 60 (December) and then this one 61. What happened to the other 5/6 pupils? Were they on wait list for other schools? The Head confirmed it was a mistake and the numbers had always been 61.

What is the rationale for the electric gates, will these be main gates or pedestrian access gates too? Has there been an incident to warrant this?

1. If a child gets out of school there is nothing stopping a child getting onto the main road.
2. This will ensure the blue gates are always closed and stop deliveries coming into the internal car park at speed and they never close the gates.
3. Currently anyone can get into Reception. We have had strangers filming children on the playground. We are one of the only primary schools without electric gates that protect unknown visitors entering the school site and being an extra safety net to any children that leave the premises. The older children can reach the green exit button.

KM said some good news and asked the following questions:

There has been a big increase in the number of Looked After children. is there a particular reason for this The SGOs have been included as these were previously recorded.

A significant increase in the number of children for whom English was not their first language. Is there a reason please? what is the impact on teaching? The increase in EAL families who are mostly from Hong Kong and yes, there is a big impact on teaching as they need more support and scaffolding in most areas of the curriculum (excluding maths).

Will Hillside Home be available during the next academic year? The Head said she was not sure but would like to think so. The Head is hoping Wokingham can secure the building more permanently.

EF said: well, done on the feedback from the SLA peer review about the Phonics and Reading work. I think the teachers should be proud their hard work is clearly having great impact

EF asked if the Disadvantaged Strategy was the same as the Pupil Premium work?

Interesting to see the section on Cultural Capital, is this is an area some children have missed out on the most due to Covid restrictions too, so it is great to see consideration of this linked to the curriculum

DP said, yes, Pupil Premium and Disadvantaged are the same.

CoG said Well done on having 60 first choice places for foundation for September, a testament to the good reputation that Hillside has built up and excellent work in promoting the school to visitors. I know that many other schools in Lower Earley are struggling to fill their place given local demographic changes

GR said a good report highlighting some of the progress and challenges you are facing. With regards to the Hillside Home why are children moving out of this facility so soon? Is the facility no longer available for the special needs children? Has the agreement you had fallen through?

The Head said as Mrs Dixon had mentioned there was a development day, and it was important to share with Sarabjit Kaur who is the Hillside coach (Sarabjit Kaur coaches the leadership team and staff in Reading and Writing) has said the school is good and she only shares things the school is ready to take on. Writing is on the SIP and Sarabjit Kaur is helping in assisting leaders to think about how writing can be moved forward.

Maths's observations have been booked in for this term, pedagogies would be looked for along with subject knowledge of teachers.

The website has been audited to ensure it is up to date for Ofsted and there are one or two areas that need amending. A page on mental health and well being will be added. The Head said has been a 70% increase in mental health referrals for children and there is now a three year wait for CAMS. The school must be the first port of call for children which is why the school is investing more in the nurture rooms. Staff are being upskilled to help them deal with different situations, rather than refer it to the leadership teams. This has always been an important part of the school and a high priority for Hillside. Some of the children are need constant help with regulating their emotions and transitions into school.

MD asked if the boards outside the offices would be updated as well as the website. MD said she would send her photo to DP.

The Head said these are under review as the weather conditions influence their stability and most people who want to know something about the school look on the website.

b) Safeguarding

The Head said there was nothing further to add on safeguarding.

c) Pupil Learning

EF said the meeting discussed in detail the matrix which VC discussed today, the meeting said that the new approach was better aligned with authentic expectations and scrutiny for governors.

The meeting discussed the reporting schedule for some of the topics, some reports would be less frequent and for some would be more meaningful. Subjects such as safeguarding and early years will remain unchanged. There was an expectation that governors would provide a report before the end of this term.

d) Resources

SM said there were 6 main points.

- I. IT replacement programme – SBM to provide budget information by 21 March 2022
- II. Audits – Both SM and the clerk have confirmed with Vicky Lewendon at Wokingham Governor Services, that all Audits will be undertaken by the school, governors will carry out a random check to ensure it is correct. The audit on Data Protection has not been undertaken.
- III. School Funds – SBM requested the limits are increased for online banking. The committee agreed to increase the limits with 2 signatures required. The Financial procedures manual needs to be amended to reflect these changes
- IV. KM had carried out the audit on the Single Central Register (SCR) with no anomalies
- V. SVFS will be audited by RW before end of March.
- VI. The 3–5-year budget projection will be submitted to Resources Committee in March

e) Progress and Targets

DP said the school has changed then way it sees progress within books and the children's topics. The head said previously that the children are being encouraged to bring their book to show senior leaders and talk about them.

Progress can be seen within the lessons and the teachers are looking at their foundation subjects, carrying out some trials with knowledge organisers where there are some key dates put on them. They must be filled in by the end of the unit. The mind maps where currently being used for science. DP is on his last assessment course looking at 'why can't we do this with all subjects'.

The children commence the mind map at the beginning of the project in pencil and by the end they go back over it in pen. It works well in maths.

The autumn 2 data is showing that from this point last year there is progress from where they are now, considering the COVID lockdown, in reading and maths. Writing is still being worked on; it was not possible to see what the children were producing during lockdown from teaching remotely and parents were not always aware of what was a good piece of writing.

All staff have had training on spelling and are working on whiteboarding in class and then generating straight to their books. There are some action research groups in years 5 and 6 who are trying some different approaches. From the lessons observations carried out by Mrs Dixon there is some good teaching, writing and areas to be developed in understanding writing and homework as it is not always been completed.

DP said the year 2 targets had been shared within the meeting pack.

The VC said the CoG had raised that writing does not seem to be undertaken at home, since the pandemic and a lot of the online homework is quizzes and the filling in the blanks. Is this something that is going to change or are parent going to have to reinforce it at home.

DP said before the use of Microsoft Teams for home learning homework was called home learning, it was therefore less of a homework style of learning. Since COVID home learning means something different. Home learning is now working from home.

Teachers are giving up there breaks times to assist children in catching up with spelling because it is not done at home, this is creating more workload for staff. With Teams parents get an email advising the work the child must do.

f) SIP Updates

The Head thanked governors for the questions via GVO on the SIP and did not intend to go through each individual item.

The SIP is a challenge again this year due to the number of children who are out at any moment in time due to isolating. The example used was in year 6, 8 children were isolating and missed a good algebra lesson being taught, although it was put online, some were able to join and some were too poorly to join, the quality for the children online is not as good as being taught in the classroom, when the children return, they will need to be scooped up and taught the algebra lesson.

This is continuous and there are different groups of children across the school that are missing chunks of learning and teachers are finding this hard. Consideration must be given on how to catch those children up whilst reaching and what needs to be taught that week. There is a program of study that needs to be covered. Hence it makes school improvement challenging due to not wanting to overload children and cause cognitive overload.

In addition, COVID absence is affecting staff, last week 10 staff were out, which has an impact on delivering the school improvement plan. Some staff that come back are still feeling the effects of Covid with exhaustion and tiredness.

Hillside is doing all it can to support and protect its children and staff.

The head said a question from EF, was how progress is tracked on the SIP and what is being done or not done.

The Head said the SIP is a fluid document, it fluctuates with what can be achieved, as the focus may change because of the needs of the children due to them being in and out of school. The Head looks at what is being achieved and what will make the biggest difference.

Therefore, it is difficult to add milestone. A lot of actions might not be highlighted green as they may have just been commenced, some could perhaps be yellow, although the head is cautious because things need to be consistent before they are in progress or completed.

The Head wanted to share with people that although the Government are saying COVID is all over, that is not the reality in schools.

JS a comment on the point raised that it is difficult to sort out these problems, if Ofsted were to appear earlier than anticipated, are they likely to take into consideration the challenges and struggle the school has had. Every school must be struggling to a greater or lesser extent.

The Head said yes, provided the school can demonstrate there is a plan, and the plan is being followed, and demonstrates that children are being helped to catch up.

During the 90-minute phone call it will be one of the key questions 'How are you helping children to catch up with the loss of learning'? The head say that learning is online if the child chooses to access it, but the school has cannot make the children get online. For one child who needs to be in school and they are still abroad as they have not yet been able to get flight. The child has now returned and has COVID. If the school can demonstrate online learning is available for all children and can be accessed even if abroad and parents have received the email, it is out of the school's control as to whether parents chose to access or not.

Parents are advised of the child's attendance and how they will lose the school place if there are not back by a certain date, and there is evidence to support this, the school should be fine.

JS asked if the Head felt confident as she was the one to have that conversation.

The Head said the school is good at delivering online learning, she is pleased with the level of and high-quality online learning ensuring that children can join every lesson if they are well enough. Yes, the head would be confident to the conversation, but not confident to confirm that all parents are supporting their children to join online. JS thanked the Head and said the latter comment is beyond the school's control.

The Head asked EF if she would like to comment on the lesson her daughter joined online whilst isolating.

EF said she was impressed, by 09.44 each morning there were a list of tasks to be undertaken, and her daughter knew which lessons she could join live and knew what else she was doing for the day, although it did not keep her occupied enough. It was good that she was able to be integrated with what was happening.

The Head said children are now able to attend assemblies online.

MD said, the comment made in relation to teachers being tired following COVID, are the children communicating that as well, if they are not absorbing all the information, they were prior to COVID.

The Head said the children have been okay, and parents have not communicated the child has been unwell. The children that were poorly have disrupted learning and from their friendships, the children are more emotional and fractious especially after lunch. They are finding that their friends are playing with someone else and are worried they have lost a friend.

KM said she wanted to thank staff for being able to mix teaching both in the classroom and online.

The Head thanked KM and said staff had been amazing as in some instances there are no learning mentors because they are off with COVID and are on their own. Some parents have been rude and upsetting staff if work has not been uploaded by 0900, whilst others are very supportive.

The VC said she sympathised with the difficulties and wanted to say that when her daughter was off, some lessons were being uploaded at 0400 and was this something the school were keeping a check on.

Discussion took place as to which staff member this was, but the VC pointed out it did not matter who it was, but that teachers were working these sorts of times is it an anomaly or is it happening more frequently.

The Head said she would keep an eye on it.

LD said it would depend on their family circumstances, but she was not advocating that anybody should be working at 0400, but some people will put the children to bed and then do their work and put something online quite late, they then feel prepared for the next day. Staff do not like to have people waiting in the morning to find out what they need to be doing during the day as some of the live lessons commence at 0900. It was a lot easier when it was just one type of learning but now that it is a mixture of both it becomes hard to keep track of and to stay organised for the following day. It takes about an additional 20 minutes per day of extra work.

There is the added pressure of knowing that parents might be watching, listening, and judging therefore teachers want to make sure they are as organised as possible, which may be driving some of the late nights or early morning for uploading lessons.

GT said recently he had a lot to do with the support, office and administrative staff and the burden placed on some of them is extraordinary. This need to be considered as well as teaching staff.

	<p>The SIP is a strategic document as well as reactive, the school improves on a bad situation, but the information received tonight shows the improvement plan is reactive to the situation it is pertaining too. GT said he had contact with a school inspector and Ofsted are concerned about the health of staff and how staff cope with COVID, how that is going to be reflected in reports, we need to remember they are humans as well and they will be reactive to the situation.</p> <p>The Head and VC thanked GT for his comments.</p>
9	<p>Polices</p> <p>VC thanks the school and Mrs Morsman for getting the policies updated, there is one due this month and which is the complaints policy, there are only 3 left for the rest of the year. VC said the 8 new policies are on GVO, and asked governors to review, comment and approve as soon as possible.</p> <p>KM said she had looked at the Menopause one.</p> <p>VC said the Stress Management Policy is in contention and suggested a discussion is held offline. The Financial Management Policy is with GR for review.</p> <p>GR said he was compiling the questions he had on the policy, GR thought the policy was old and needs to be updated. There will be about 8 questions for debate and said he would take them to the next Resources Meeting, as governors need to have visibility on the document. The document is for financial procedures and the way of working, including a section on internal controls.</p> <p>VC said the document references the old policies and needs to be updated to include the newer versions.</p> <p>GR said the new financial limits need to be included in the document.</p> <p>KM said in the E commerce policy there are some very outdated points which need to be updated. VC said it was from the Key and it was a new one.</p> <p>GR said the statement regarding sending emails was outdated and does not reflect the world now, everything is online with social media, teams, and video conferencing, to what is referenced in the document.</p> <p>VC suggested these comments are added to GVO, it is not a good idea for the policy to reflect the ‘new fangled internet’ in the policy and should be updated by the school.</p> <p>EF said she had made a comment on the Financial Policy and had GR picked up the comment and response from SBM? It was to do with the electronic payments by parents.</p> <p>GR confirmed he had and thought it was a good comment. Digital banking is now online banking and that is not reflected in the document, and the limits are different.</p> <p>VC thanks governors and the head for their work on the policies.</p>
	Meeting closed @2027
	Date of Next Meeting: Monday 28 March 2022 at 1900 hours – virtual

Approved at FGB meeting 28 March 2022

Signed

Vice Chair of Governors: Vicky Kollnberger

Date: