

**Islington Futures – A Federation of Community Schools  
Action Notes of the Federal Chairs’ Committee  
Wednesday 24 June 2020, 8.00am – virtual meeting**

**Present:**

Jill McLaughlin (JMc)	Chair of Governing Board, Chair for the Meeting
Caspar Woolley(CW)	Vice Chair, Chair of Chairs’ Committee
Jo Dibb (JD)	Executive Headteacher
Pauline Edgar(PE)	Chair of Federal Achievement Committee
Will Garner (WG)	Chair of Vittoria School Committee and Copenhagen School Committee
Alex Bols (AB)	Chair of Beacon High School Committee
Mary Berrisford (MB)	Chair of EGA School Committee
Tina Southall (TSO)	Deputy Executive Headteacher
Hilary Furey (HF)	Clerk

Agenda Item		Action
1.	<b>Apologies and Consent</b> Apologies had been received from Aanya Madhani. David Harrison was not in attendance.	
2.	<b>Declaration of Interest</b> There were no declarations of interest.	
3.	<p><b>Action Notes and Matters Arising</b> Action notes of the meeting held on 10 June 2020 were <b>Agreed</b>.</p> <p>JD updated Chairs on last week’s attendance of eligible Year 10 students: Beacon High turnout - 60% EGA turnout – 75% on the first day, and an average of 70% over the week.</p> <p>JD said that students at both Beacon High and EGA had been pleased to be back and appreciated being taught lessons, however it had taken a little time to become accustomed to being around others in a classroom setting. JD confirmed that all students were receiving access to online learning, however lessons taught in class were not being filmed.</p> <p>TS was working on analysis on levels of engagement, adding that initial impressions were that Year 10 engagement was not as high as hoped but that the picture was patchy, however JD said that all Year 10 students had been spoken to and a spreadsheet was being kept of reasons for lack of engagement.</p> <p>Further to JMc’s enquiry regarding allowing larger numbers of students into school more frequently, if they wished, JD said that Year 10 students had each only had 1 day in school as only 25% were allowed in school at any one time from a cohort of 120. However, as the school’s admissions number was 180, it could be possible to allow up to 45 per day. JD said that EGA proposed to hold 1:1 tutorials with all KS3 students shortly.</p>	<b>TS/JD</b>

	<p>JD agreed to speak to AS about writing to Beacon High parents to encourage more engagement with a view to recommencement of full-time education from September.</p> <p>There had been a slight increase in numbers at both Copenhagen and Vittoria. Victoria had contacted parents to determine interest in pupils in other years returning to school, only 10 responses received. As a parent, WG said the initial email asking for parents' thoughts on the school opening up for Years 2,3,4 and 5 had been a bit vague but that a follow up letter received yesterday had outlined all measures that had been put in place for the Reception/Year 1/Year 6 cohorts. WG felt that it was not quite clear what could be on offer for additional pupils and he had not replied. Separately he had noted that there were more staff on site when he had visited Vittoria last week and had seen the Key Worker hub in operation. JD would follow up with DMc. JD advised that staff were happy to be back in the school environment and were following the guidance on behaviours.</p> <p>In respect of summer catch up lessons, JD said that schools had not received any further information from the LA or Government, other than that it had been made clear that schools would not be expected to run the catch up and funding had been allocated to other organisations for this purpose whilst, at the same time, Year 7 catch up funding had been withdrawn. BH had already re-engaged private tutors to bridge gaps in specific and specialised areas. CW wanted to know if schools had identified, and would prioritise, students who needed help, especially disadvantaged students. JD said that class teachers in primary schools were very aware of which children needed most help, although it was more difficult to ensure this information was conveyed to secondaries for Year 6 pupils. Teachers should have information for all Year 10 into Year 11 students and, as mentioned previously, all KS3 students are being asked in 1:1 tutorials to be honest about what work they have done over the lockdown period. JMc suggested that there may be a motivational issue as well as an educational one for some targeted groups. JD agreed that schools would need to work hard to encourage those students who had not been fully engaged pre-lockdown to return to school in September. JMc also wondered if it might be possible to extend the summer school offer to Year 9 students at both EGA and BH as this cohort seemed to have been left out. JD said she needed to consider whether students would attend summer school and also at those who might benefit from doing so.</p>	<p>JD</p> <p>JD</p>
<p>4.</p>	<p><b>Online/Blended Learning - Presentation</b></p> <p>TS spoke to a presentation on Blended Learning, adding that the Islington Futures principles were for all students to have access to high quality learning which motivated and engaged. Federation schools were working together on common principles, acknowledging differences in each school, and TS and Emma Good at Beacon High were looking at research to inform this work. Google Classroom provided a range of benefits for online learning, including the use of live lessons providing the opportunity for teachers to provide immediate feedback to students. Parents and carers were enabled to support their child's education via Google Guardians. TS said that the importance of having the ability for discussion is becoming apparent with students beginning to return to the classroom, and whilst some discussion is possible with 'live' online lessons, there are IT and other challenges, as well as with low turnout. 10-minute video clips, filmed on site, will allow students to go back over</p>	

	<p>content for reinforcement and refreshment of information. As well as issues for staff and students in being able to participate in live lessons, TS is looking at ways to ensure everyone is safe and that effective learning can take place.</p> <p>In terms of attendance for Year 10 students, numbers had fallen off since Day 1 and text messages were being sent as reminders of which day students should be in school. CW was concerned about the potential divergence of both the amount and level of learning being done by students and wanted to know how the school could get everybody back to the same place or level as pre-lockdown. TS said that schools are starting to use language of ‘building on’, not ‘catching up’, noting that teachers have always had mixed ability classes and this was likely to be more apparent, with students needing to be met where they are now and taken on a journey. As part of moving forward there will be pedagogy training for staff. CW supported the proposed plans, however wanted to know how to assess what students should have learnt during this period. TS said that middle leaders were currently working with curriculum leaders to establish what aspects of subjects they need to teach, as well as what they are not going to teach, and the Recovery Curriculum would be discussed in detail by the Achievement Committee in July. PE agreed that this would be challenging and added that classroom teachers knew their students at a granular level and would know how best to develop students’ skills. Responding to a question about replicating group or team work, TS said that Google Classroom enabled collaborative work. PE confirmed that this was possible as she had watched a French lesson on Google Classroom with Year 9 students presenting work done outside the lesson, and that others were able to contribute and peer assess the work. PE added that more interaction in timetabled lessons and turning up for lessons was better for mental health, where possible. WG wanted to know the possibility of the strategy becoming a reality in September. TS said that everyone hoped that schools would be back to normal and that the Recovery Curriculum was a back-up plan to support social distancing and fewer pupils in school at any one time, as well as looking at having smaller pods and what home learning might look like. WG wanted to know how blended learning would flow into the planning of the curriculum. TS said that management and subject leaders were talking about how to better support the IT divide to ensure that all students had access to enhanced learning. JD said that the school wanted to build on the benefits of blended learning, noting that having all students in school every day may not be the model going forward, and that whilst some students will have done well during the lockdown period, others may not have and that everyone had learned things throughout this time.</p> <p>JMc wanted to know how the structure would be monitored. TS said that monitoring of student learning online would become more straightforward in September due to changes to Google Classroom and would also include Google Guardians, as mentioned previously. Further to CW’s query about quantifiable information on measurement of engagement and learning, TS said that summative assessments for exam cohorts would happen in October when academic reviews with pupils and parents would take place, and work was currently being done to gather Year 7 baseline data.</p>	
<p><b>5.</b></p>	<p><b>Possible Future Learning scenarios</b>  This topic had already been covered and, in terms of what September might look like, JD said that leaders needed to think now how it might work if</p>	

	further social distancing might be required and whether class groups may need to be kept together for breaks and lunchtimes so that any necessary tracing could be done. TS said that classrooms could accommodate 15 tables, but for a full group of 30 students there could be no social distancing, therefore this would imply half of students in/out at any one time. There were ways in which this could be managed through exam-style seating and hand hygiene.	
6.	<p><b>Governors' Visits</b></p> <p>JD felt it would be helpful if governors could visit each of the Federation schools before the end of the academic year. WG said that Chairs and some other governors had been active during the lockdown period, however there was a missing level of governor engagement and WG wondered about updating the Governor Visit policy to incorporate Covid 19 safety, in agreement with Headteachers, and how it might be possible to engage governors in an Google Classroom equivalent of a 'learning walk'. JMc asked Chairs to get in touch with school committee members, and asked how recent meetings had been. WG said that there had been good attendance and engagement in understanding how schools and students had been working at the recent Copenhagen and Vittoria meetings. Likewise, MB said that there had been full attendance at the EGA meeting and AB said governors had had a good discussion at Beacon High. All were happy to encourage other governors to visit and the updated Governor Visit template which included a risk assessment, designed by WG was available on GovernorHub for completion for all visits.</p>	<b>All Chairs</b>
7.	<p><b>Any Other Business/Agenda items/Future Meetings</b></p> <p>JMc felt it important for all governors and associates to be updated about proposals for the new academic year in September and an additional FGB was proposed for July. The Clerk would request availability.</p> <p>A meeting of the F,R&amp;R Committee would be held on Tuesday 30 June 2020 to look at a proposal to purchase chromebooks for all pupils, or at least Year 7 and 10 pupils, at Beacon High. This may require a note to the Charging &amp; Remissions Policy in relation to a loan scheme.</p> <p>The Achievement Committee is scheduled to meet on Tuesday 7 July 2020 at 8.00am.</p>	<b>Clerk</b>

<b>Signed as a true and accurate record of the meeting</b>	
<b>Chair's signature</b>	
<b>Chair's name</b>	CASPAR WOOLLEY
<b>Date</b>	18 November 2020