

**Islington Futures - Federation of Community Schools
Minutes of the FEDERAL ACHIEVEMENT COMMITTEE
Tuesday 7 July 2020, 8.00am – virtual meeting**

Present:

Pauline Edgar Chair	Chair, Co-opted Governor
Jo Dibb	Executive Head, Ex-Officio Governor
Mary Berrisford	Co-opted Governor
Alex Bols	Co-opted Governor
Denise McCarney	Head Vittoria, Ex-Officio Governor
Jill McLaughlin	LA Governor
Amardeep Panesar	Head Copenhagen, Ex-Officio Governor
Diane Stirling	Co-opted Governor
Alan Streeter	Head Beacon High, Ex-Officio Governor
Tina Southall	Deputy Executive Head
Hilary Furey	Clerk

Agenda Item		Action
1.	<p>Apologies and Consent Apologies for absence were received from Sarah Beagley.</p> <p>Resolved: To consent to the absence of Sarah Beagley.</p>	
2.	<p>Declarations of Interest There were no declarations of interest.</p>	
3.	<p>Minutes and Matters Arising Minutes of the meeting held on 16 January 2020 were previously circulated and were Agreed. Minutes of 15 October 2019 were confirmed as Agreed.</p> <p><u>Matters Arising:</u> There were no Matters Arising. It was confirmed that parent versions of the Federation’s SDPs had been made available.</p> <p>RESOLVED: To agree the minutes of 15 October 2019 and 16 January 2020.</p>	
4.	<p>Update on Exam Board reporting to schools JD told committee members that schools were not permitted to provide any information about Centre Assessed Grades (CAGs) and that Exam</p>	

	<p>Boards would send results of statistical analysis on results in August. It was expected that, being in line with previous years, results would however be lower than predicted. AS added that this would have a huge impact on students who would not get the results they deserved and expected, and told committee members that 45 students had achieved Distinctions in Business Studies which had been moderated and evidenced PE wanted to know what preparation schools have in place to provide to Year 11 with support with result information, also whether a celebration or ceremony might be possible. AS said that if students wished to see their teacher predicted grades, as they would under normal circumstances, they would be allowed to make a Subject Access Request (SAR), which would be prepared in advance of each Year 11 student's 1:1 appointment so that they could be signed for release, if requested. At EGA, TS said that CAGs would not be too different from expected results. Regarding a leavers' celebration, schools were looking at what they could in the autumn term, depending on restrictions.</p> <p>MB wanted to know if schools were offering re-sit exams in all subjects. JD said that it was difficult to see how schools could accommodate this and, particularly for schools without a 6th form. TS said that there was the possibility, however, of students sitting exams and receiving a downgraded result and this was not being advised. In response to a query regarding Year 6 SATs results, DMc said that parents had been notified of expected grades, and that socially distanced celebrations would be held at Copenhagen on Wednesday 15 July and at Vittoria on Thursday 16 July 2020.</p>	
<p>5.</p>	<p>Appraisals</p> <p>TS told committee members that appraisals had been discussed at the Federation Headteachers' meeting based on the Government's advice that appraisals should go ahead in the Autumn term, as normal, and schools are required to make adjustments related to Covid. TS said that no teacher would be adversely affected by this and it was suggested that, when reviewing targets for 2019-20, neither lesson observations, which had not been possible during the lockdown period, nor results which could not be validated, would form part of the review process. Instead, the focus would be on pedagogy and practice during lockdown, and with targets for 2020-21 being about good progress for students with the focus on closing target/achievement gaps. TS said that research showed that lesson observations do not develop practice, therefore lower stakes feedback, such as questioning and popping into lessons, would be used in monitoring teacher performance. In response to a query, TS said that the proposal had not as yet been shared with staff at EGA, with DMc and AP confirming that they had not shared the information with staff at Vittoria and Copenhagen respectively, but were sure that it would be favourably received. DS confirmed that being able to pop into Music</p>	

	<p>lessons was helpful in supporting teachers to move their development on and also in terms of staff wellbeing. AS said that the information had been shared with staff at Beacon High and that this had been accepted. PE wanted to know if online methodology would also form part of the appraisal process. TS said that Headteachers were still collaboratively exploring ways to improve the process as part of an ongoing discussion, and work was taking place to ensure all middle leaders have the same skills to be able to give lower stakes feedback to teachers. Responding to a comment from JMc, TS agreed that it was important to recognise where teachers have had good online delivery and engagement during lockdown, and said that David Shemoun was working on the technical development process which would be much smoother from September. Holly Wilkins was working on getting groups of teachers to share their methods and schools were celebrating all successes during this period. DMc said that Vittoria's IT system was in a good place pre-lockdown, with passwords being ready for all students and staff had done really well and had upskilled quickly. Similarly, AP said that the period had been fruitful and she would share the information in her Autumn term Headteacher's report. AS said that this was a SDP priority for the coming year as part of the longer-term development, adding that chromebooks will help with home learning so that, if students are not able to be in school, their learning will be able to continue. JMc felt that moving away from a single observation was a positive thing and should be ongoing, noting that, where things had been good it was important to hang onto and continue with those. It was,</p> <p>Resolved: that the appraisal process should be amended, as discussed, and TS would update the appropriate paperwork.</p>	TS
6.	<p>The Recovery Curriculum – presentation (including Blended Learning)</p> <p>TS told committee members that there had been a really good attendance at the Options launch and that those present had been engaged. In some online lessons, however, it was noted that some students had not turned on video or had muted their microphones. TS said that, whilst it was not the experience of the Federation schools, there have been reports of pictures being taken of participants in online lessons and activities which had been shared inappropriately and, therefore, it was understood why some students were reluctant to switch on their video.</p> <p>TS then spoke to a presentation, previously circulated to all committee members, on the Recovery Curriculum and the following points were highlighted:</p> <p>Students needed to get back to learning and it was important to recognise the losses of routine, structure, friendship, opportunity and</p>	

	<p>freedom. The Recovery Curriculum is based on five principles, including learning the lessons of lockdown, and it was noted that the digital impact was greater than had previously been thought, however chromebooks for all would address this issue and schools were beginning to see what can be done with IT. It was agreed that the Recovery Curriculum could not start from a deficit model and, as such, the language would be about 'building on' not 'catching up'.</p> <p>SLT and middle leaders were engaged in looking at what not to teach, ie. not all knowledge has equal importance, to paraphrase Dylan Williams, and teachers would be refining how to assess and question in classrooms. The message for all staff was to 'Be Expert' and this would be supported through reviews and collaboration. In response to a question TS said that a centralised curriculum is a set of lessons and resources for a half-term block of learning so that any teacher could deliver to any specific group of students. It was understood that a lot of upfront time was required in collaborating on lesson preparations, however this would avoid the need to reinvent the wheel in future. PE was pleased that this would allow for continuity either in classrooms or online, if required, without autonomy being taken from individual teachers. The centralised curriculum would not, however, operate across both secondaries at the present time due to the different groups of students, however this was not to say that it was not an aspiration. AS said that a centralised curriculum was still some way down the line for Beacon High as the new curriculum framework had been introduced last year and was in the SDP for 2020-21. AS added that the consultation by Ofqual looked at what content might be taught across each subject area and JD agreed that it was not possible to plan the curriculum in the traditional way for a September start, however the centralised curriculum preparations would be ready so schools can adapt as needed. PE noted that, although the situation was different for primaries with class teachers teaching most subject areas, there was still a possibility of staff absence and wondered how this would be managed. AP said that staff have mapped out the first two terms by topics and genres and this would be shared with all staff during the September INSET day sessions. DMc agreed that lots of work had been done, and was still to do, on the curriculum at Vittoria with teachers being very clear about what they will be doing in September.</p>	
<p>7.</p>	<p>School Development Plans</p> <ul style="list-style-type: none"> ● Highlights of the year ● Feedback on spring term/lessons ● Progress to date ● Changes to actions for 2020-21 	

Headteachers were invited to update committee members on key aspects of their SDPs.

EGA - JD said that EGA's highlights were the work being done on the curriculum content, and the success of planning which had continued during lockdown; the 'super' would be dropped from the term super curriculum, with cultural capital and any add-ons being such an important part of what EGA does that it will be included in the core offer.. TS confirmed that everything is integral to students' entitlement, such as 11 x 11 and JD confirmed that, while there is a fear that schools may be allowed to drop subjects from the National Curriculum, subjects such as music and arts would be protected. JD said that expert teacher training had been completed and the way in which learning was delivered was changing. TS said that feedback on online engagement showed that pastoral work in supporting and encouraging students had been phenomenal and, though not where EGA wanted to be, this was higher than national figures for engagement and participation. JD agreed that the transition to the new pastoral structure has been smooth to date, and a focus would remain on disadvantaged and Pupil Premium students for whom gaps have been closed over the last few years, with a concern that this could have slipped throughout this period. Management of monitoring and evaluation of behaviour needed more consistency to provide a coherent pathway which can be seen and reviewed by an external body and, in response to a query, TS said that where incidents had occurred these had been dealt with quickly by parents and pastoral staff. A senior Pastoral Manager had been appointed and it was acknowledged that better provision for students to prevent exclusion, or provide interventions on return, would be a key aspect of the role. With respect to Black Lives Matter, JD said that a working party had been set up in school and would launch at the INSET day in September to review processes and systems. The working party would work throughout the year, culminating in a conference. In terms of Year 10 students returning to school, JD said that 30% of students were not in school and, whilst this was not to say that they were not engaging, the challenge was to assuage parents' fears in coaxing students back, especially where members of families were shielding. TS confirmed that any interventions would need to work across year groups rather than be cross-year.

Beacon High - AS summarised Beacon High's SDP highlights for 2019-20 as follows: the number of students getting good results; raising the profile and reputation of the school through publicity and being a first choice for more Year 6 students; current work with Year 6 students transitioning into Year 7. AS said that the initial number of 75 new Year 7 students had dropped to 65, mainly due to students being offered their priority school, however this would be confirmed in September. AS said that, while SEN work at Beacon High was fantastic, adding the SEN Base

from September would add another dimension. The school is due to be inspected by May 2021, AS felt the CAGs were not in the school's favour although the narrative is strong and progress had been made on all SDP aspects. Progress had been made in Quality of Education and, despite some issues in Humanities, gaps for disadvantaged students had been closed in English and Maths, and all Inclusion work was very good. The school's SEF suggests that it is Good. In terms of behaviour, AS said that the school was working towards being non-excluding and Andrea Macdonald's work in this area was proving very successful, with young people beginning to believe in themselves and their future goals, and more information would be forthcoming in September. The biggest concern would continue to be KS3 numbers which had huge implications for finances and staffing and, in turn, this had an impact on morale, with interviews taking place this week for one post within the organisational change structure. AS told committee members that a number of consultations had been carried out in respect of Beacon High's vocational learning offer which he and JD would be working on over the next few months. PE asked for an update on the Holocaust Education Programme. AS said that this would be led by the Head of Humanities, following the departure of the previous lead teacher, and that UCL was very keen to continue working with Beacon High.

Copenhagen - firstly, it was noted that AP had forwarded two updated documents which are now available on GovernorHub. Highlights at Copenhagen were: the implementation of the online CPOMS system for recording of information around safeguarding and SEN and which, it was agreed, had been timely given the lockdown and with staff making weekly calls to families; use of the Fischer Family Trust (FFT) project which had been helpful with data progression; correct staffing was in place; and parental engagement and trust had been developed through honest and open conversations between families, senior leaders and all staff.

AP said that all everyone had learnt more about themselves during the lockdown period, and with 92% of staff in attendance at school AP said it had been realised how important it was for mental health to be at work. AP told committee members that open and honest support from and between Federation Headteachers had been phenomenal, and thanked colleagues for developing such a trusting relationship which had been built over the last year or so. Similarly, the Islington Headteacher Network had been hugely supportive through virtual meetings to discuss a wide range of issues. AP alerted committee members to an online version of the annual Copenhagen Has Talent competition.

Priorities for 2020-21 were physical health and wellbeing; ITIPs training which will help staff deal with any disclosures; and Pupil Voice to allow all to express what they had learnt and how they feel.

Vittoria – DMc told committee members that lots of work had been done on the curriculum and it had been helpful to be able to meet virtually to address what the curriculum should look like in September through a trauma-informed approach, with threads of issues around Black Lives Matter (BLM) across all areas; successful inroads in Reading had been made but it was hugely disappointing that targets both for Reading and Phonics which would have been much better than was expected, but lockdown had halted progress; Science had been highly successful with STEM ambassadors visiting to inspire and influence children and their understanding of how science fits into the real world, and the school had been on track to achieve the Eco Schools award; following review of the Behaviour Policy, regulation stations had been installed outside classrooms, which had proven successful with only a few pockets of really challenging behaviour; participation in 11 x 11 events supporting cultural capital had been successful; there had been more consistent teaching across the school, especially in Maths; and DMc said that she had been really pleased to see staff demonstrating their abilities in upskilling and their use of Google Classroom and online teaching. The new Early Years Lead had developed and encouraged parental engagement through networking activities, and feedback from the parent survey carried out during lockdown had been very positive. Early Years was a big focus for the following year and DMc said that Vittoria needed to become a place of choice, with a re-vamp of the provision agreed at school committee level. Matthew Akinayajo would lead on Teaching and Learning and on developing high quality expert teaching throughout the school, with AP and DMc having met to discuss consistency in subject leadership and skills development. In addition, Pupil Voice and physical health and wellbeing would be developed.

Questions and comments received via the Chat facility:

- AS said that CPD training on recording lessons had been implemented, and online protocols had been developed for staff when providing home learning lessons, to ensure security around safeguarding, with no face to face teaching. This would be revisited to reinforce safety and safeguarding issues.

JMc said that it was great to hear of all the developments during this remarkable year and told committee members that she and JD had spoken about the need for a communications plan to encourage parents to send children back to school, in line with the LA's guidance. JMC also noted the advanced stage of work with COLPAI.

PE thanked all Headteachers for their very positive updates, and noted how much discussion had been covered during this meeting.

JD

8.	<p>AOB</p> <p>PE noted that, in time the Federation Development Plan would need to be reviewed to ensure synchronisation with future work, for instance on Black Lives Matter. On behalf of the Achievement Committee PE thanked Headteachers, as well as SLTs and all staff, for all of their work during this stressful and emotional time, noting that the Federation was very lucky to have such a professional team.</p> <p>There being no other business to discuss, the meeting closed at 9.30am</p> <p>The next meeting of the Achievement Committee is scheduled for Tuesday 20 October 2020 at 4.30pm.</p>	
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Signed as a true and accurate record of the meeting	
Chair's signature	
Chair's name	Pauline Edgar
Date	15 December 2020