

**Islington Futures
Federation of Community Schools
Elizabeth Garrett Anderson School Committee Meeting
Monday 8 June 2020
8.00am – 9.30am – Virtual meeting**

Present:

- Mary Berrisford (MB) – Chair, Co-opted Governor
- Jo Dibb (JD) – Executive Headteacher
- Serena Kern-Libera (SK-L) – Co-opted Governor
- Florence Wilkinson (FW) – Co-opted Governor
- Jodie Collins (JC) – Parent Governor
- Diane Stirling (DS) – Co-opted Staff Governor
- Tina Southall (TS) – Associate Headteacher
- Tim Lawrence (TL) – Associate Member
- Shamiya Choudhury (SC) - Associate Staff Member
- Yemsrach Hailemariam (YH) – Associate Member
- Lee Evans (LE) - Associate Staff Member
- Holly Wilkins (HW) - Deputy Headteacher (Observer)
- Nathalie Josiah (NJ) – Deputy Headteacher (Observer)

Also present:

- Ewan Scott (ES), David Shemoon (DS)
- Hilary Furey (HF) - Clerk

Agenda No		Action
1.	<p>Apologies and Consent</p> <p>Apologies were received from, and consent given to, Primrose Christie.. Absent: Mahad Sahal</p>	
2.	<p>Declarations of Interest</p> <p>No interests were declared.</p>	
3.	<p>Minutes and Matters Arising</p> <p>The minutes of the meeting on 25 February 2020 were agreed as being an accurate record and would be signed by the Chair.</p> <p>Matters Arising</p> <p>JD confirmed that a new Maths teacher had taken up a position this term and was receiving a lot of support from the Maths department and the</p>	

	<p>person in charge of centralised induction. Two NQTS, one teaching English, the other Geography, would take up their positions on 1 July 2020 and would be supported remotely through an induction programme prepared for them.</p> <p>In response to a query about the impact on students of the work experience programme, ES said that he was looking at a 5-day project and a 3-day challenge with UBS/HSBC for Year 10 students, with feedback and presentations on the final day. UBS had agreed to look at each student's CV. A volunteering experience for Year 9 students had been arranged.. The Chair thanked ES for this ongoing work.</p> <p>The Chair asked for governors' thanks to be passed on to heads of Art & Technology, Humanities and Computer Science for interesting review presentations provided at the previous meeting.</p>	
<p>4.</p>	<p>Headteacher report including</p> <p>JD invited staff members present to comment on their experience of teaching online. LE said that he had been teaching and providing pastoral support and that engagement in learning was different for different groups, with lower Maths sets being least engaged, and higher sets, more engaged. When teaching a 'live' lesson LE said that students appeared happy to be there but getting some students involved required pastoral support and he was making efforts to contact students. LE said that for many students the issues concerned sharing IT or not enough space to work, and that it had been a challenging time, however parents have appreciated staff attempts to provide an education for all students.</p> <p>YH wanted to know if all students had access to IT and online work which was being provided. and asked whether parents were contacted. JD said that the main focus for teachers was on contacting the individual student, but would contact parents if there were any concerns. JD added that the school had worked hard to make sure that all students have access to IT. David Shemoun told governors that he had taken an IT audit before lockdown and said that approximately 120 chromebooks had been loaned to students, providing a good level of coverage. There were few students who had issues with internet connections, and very early feedback from families and students on IT support had been positive.</p> <p>JD told governors that Year 10 students would potentially return to school in the week beginning 15th June and encouraged all to read the Risk Assessments which had been sent out at the end of last week. JC felt that there had been a smooth transition to home learning on Google Classroom and that her daughter was pleased to be returning. Overall, there had been a lot of contact with Year 10 teachers and JC said that the school had done a</p>	

really good job in all areas. JD appreciated JC's comments and said that the school had received some very positive feedback, however the main concern was to ensure that students returned safely which could mean just one day per week, due to numbers permitted, and there would be a focus on core subjects.

TL wanted to know what the biggest outstanding concern was about Year 10 returning to school. JD said that felt the safety measures were secure and recognised that the challenge was in ensuring all students and staff observed the new protocols at all times. However, JD was concerned that the school has no control over students' behaviour outside of school. A particular concern was around the disproportionate effect on BAME students and staff, with many students living in multi-generational households. While JD would encourage all Year 10 students to return, she recognised that they may have fears and concerns. In response to a question about testing for Coronavirus, JD said that school would support families in accessing tests if necessary.

JD asked governors to note that the House system had been replaced by a Year system, and there would be an increase from 4 to 5 pastoral leads with an Acting Head of Year appointed last week. This had been something that was already being considered and had been kick-started due to the current situation with home learning, and would make more sense when students returned to school as year groups on a phased basis next year.

Governors were aware that learning had been lost due to students being out of school and, as had been discussed previously, students going into Year 11 next year would take 1 option instead of 2, which would still allow them to achieve a broad range of qualifications and be eligible for Ebacc programme. Similarly, those students going into Year 10 would take just 1 option, and governors were assured that all students would still study for a broad range of qualifications.

JD said that as the situation continues a balance between home and school learning had to be found through a centralised curriculum to ensure that all students were able to access an equal entitlement. One of the main concerns, however, was for students' mental health and particularly around issues which they would ordinarily be able to discuss with their friends and teachers in school, such as the Coronavirus and issues in the United States and on which a powerful Thought for the Week had been focused to guide students through their feelings.

Governors were reminded that budgets had been approved at the recent Governing Board meeting, however there had been a re-think around the IT refresh, which David Shemoon's presentation would address.

	<p>4.1 Data Dashboard</p> <p>JD said there were no changes to the Data Dashboard, as presented at the recent Governing Board meeting, which was a snapshot in time and which could change depending on staff availability for face to face contact with students. TS kept detailed information, and said that there were no particular updates although staff were increasingly concerned about students' isolation and it was felt that the work and volunteer experiences were important to reinvigorate learning.</p> <p>The Chair thanked the Headteacher for her report.</p>	
<p>5.</p>	<p>Presentation</p> <p>David Shemoun told governors that the goal of the school's Chromebook for Learning Scheme was for all students to have their own chromebook for September 2020 as part of an evolution in education. The next phase of the long-term thinking had been sped up, not solely as a response to the Coronavirus issue, and would bring long-term advantages to home and school learning. DS said that chromebooks were similar to laptops but worked on their own operating system with apps instead of programmes, and through using an internet browser all work was stored in the cloud, which made them fast. Some of the benefits were that chromebooks were relatively inexpensive, lightweight, quick to boot up and get ready for lessons, and had a long battery life of 10+ hours. It was expected that each student would take their chromebook home every day and bring it to school the next day fully charged. Once students were signed onto their chromebooks they could access everything they needed securely, with automatic updates and were esafe-compatible. DS told governors that the school was looking to buy 720 chromebooks, some of which would supplement the school's supply to provide flexibility, and that those currently used by Year 10/11 would come to the end of their life in two years' time. A governor wanted to know if the LA was providing support for families where internet connection was a barrier. DS said that this was a lesser issue than access to a device, however in response to the LA's survey regarding 4G devices, DS said that only 3 EGA students needed support. He noted that work could be made available offline so that it could be worked on at home and then be uploaded when back in school, and no student would be disadvantaged.</p> <p>At a cost of approximately £200 for each chromebook, it was proposed that the cost to families could be: Option 1 – the student purchases the device; Option 2 – the student pays a refundable deposit of £40 and returns the chromebook at the end of the year. The school is not looking to make any money from the proposal. In response to a question, DS said that it was hoped that all students would take up one of the two options available,</p>	

however a range of alternatives, such as smaller payments over a longer period, would be available on a case by case basis.

The school were looking at adopting the CSuite, which students were already familiar with, and which offered a gmail account, which students already have, as well as Google docs which the school adopted in October 2019 and from September 2020 would be able to set calendars for work and due dates for submission, etc. This would allow students to organise their documents and homework, accessible via the cloud and through other devices and, it was felt, was an important aspect for students to have an authentic use of technology used to support them in the world of work. The following packages are included: Docs, Sheets and Slides – the Word equivalent of Word, Excel and Powerpoint – and provided opportunities for students to collaborate and share work with multiple editors at any one time, and for teachers to provide feedback on live documents, etc. Google Meet would also allow for collaboration on group projects on a remote but face to face basis and could be used with teachers. Teachers could also access this work to provide formative assessments and would get immediate feedback on test results, for example. There were further apps such as Jambrand, a sketching board; Sites, which allowed students to create websites; and Vault which would manage the device and which was GDPR compliant. DS told governors that the chromebooks were useful in supporting day to day transition to higher education and independent learning, as well as revision and research skills, all of which were crucial to a young person's success and provided a seamless link between home and school learning. It was noted that this was not a replacement for face to face interactions with teachers, and lessons could be differentiated for individual students, or groups, with a Stanford University study showing that having 1:1 access helped to close the achievement gap. DS said that the scheme was being implemented over the next few weeks, with the school moving from Show My Homework to Google Classroom in August, and training to be provided from September. An additional advantage was the daily/weekly notifications - Google Guardians - which could be accessed.

In response to a query regarding Beacon High, JD said that the school also shared the same ambition regarding personal chromebooks. The Chair thanked David Shemoon for his presentation, adding that she was fully behind the scheme which provided great access to learning for students.

<p>6.</p>	<p>Update Summary of School Development Plan</p> <p>It was noted that some areas of the SDP had moved forward due to the current situation, such as thinking about the curriculum and ensuring all students have access to quality teaching, however JD was concerned about the super-curriculum which had stalled as students were not in school. . Other points were:</p> <ul style="list-style-type: none"> - Monitoring and Evaluation has had to change in relation to remote working - Planned changes to the Behaviour system have been put on hold as the school will be operating in a different way for the foreseeable future. - Health & Safety matters were of great importance, again and particularly due to the current situation, with seemingly small issues to students being dangerous for others. It was agreed that there needed to be a balance between what is acceptable and the effect on others, and would need to involve students - the Pastoral structure had been changed, as discussed. - Attendance can no longer be measured in the same way - There is still a very broad CPD offer with good uptake. <p>TS said that it was important to agree that the key priorities and actions to consider were still the same.</p>	
<p>7.</p>	<p>Self-Evaluation Summary</p> <p>JD told governors that the purpose of the SEF was to provide staff and governors with up to date information on the school's strengths and areas for development</p>	
<p>8.</p>	<p>EGA School Policies</p> <p>Governors were requested to approve the following policies:</p> <ul style="list-style-type: none"> 8) SEND <ul style="list-style-type: none"> 8a) Managing medical conditions in school 8b) Accessibility Plan - School Access Plan 8c) Intimate Care Policy 8d) Children with Health Needs who cannot attend school - this is a new policy which the DfE requires all schools to have from January 2020. The policy outlines steps to take before looking for support with a child's education. 8e) Allergy in schools' protocol – this protocol from the Whittington Health NHS Trust needed to be acknowledged and referred to pupils with SEN and/or medical needs. TS said that the new Office Manager and her team had made huge strides in updating systems for students' needs, which included attaching a picture of the specific child on her own 	

	<p>medication for additional security, and in ensuring responses to updated medical and health needs.</p> <p>In response to a query, TS said that the school now had all the PPE it needed on site, and staff would have training later in the week on both general and specific PPE use.</p> <p>There were no queries or comments and it was,</p> <p>Resolved: that all policies are approved.</p>	
9.	<p>Any Other Business</p> <p>There was no other business to discuss. The Chair thanked JD for stepping into the Headteacher's role during Sarah Beagley's absence. Governors asked for their best wishes to be passed to Sarah. The Chair also thanked all staff for their hard work in changing and readying the school environment for pupils' return, and governors for their support given to the school.</p>	

The meeting ended at 9.15am

Signed as a true and accurate record of the meeting	
Chair's signature	
Chair's name	Mary Berrisford
Date	14.12.20