

Minutes of an extra-ordinary Meeting held on Monday 8th June 2020  
at 3pm using Google Meet

**Present:** Muir Mathieson (Chair), Stuart Wilson (Head), Alison Campbell-Black, John Gilbert, Eilis Cope, Caryn Roberts, Andrew Wilson, Chris Baldwin, Graham Ayre.

**Apologies:** Becky Castledine, Amanda Arrowsmith & Nigel Riglar.

**In Attendance:** Glen Balmer

**1. Apologies & Welcome**

MM welcomed all the governors to the meeting.

Apologies were received from BC, AA & NR. These were accepted by all.

**2. Declarations of Interest**

There were no Declarations of Interest.

**3. Plans to increase the in-school provision to include up to 25% of Y10 and Y12**

The reason for calling this meeting is for the School Development Board to make a recommendation to CBAT Trustees on whether we feel that the school is ready, and has undertaken sufficient risk assessments, to proceed with the school opening to a wider audience. The decision as to whether the school will open further rests with the Trust, rather than the SDB.

MM invited SW, GB and EG to explain the measures that have been put in place to make this transition as safe as possible.

SW gave an overview of the proposals. He explained that Marling has maintained provision during the lockdown period for vulnerable children and children of key workers. There has been approximately 8 students each day from KS3 and 4. Recently, the provision has been expanded slightly to include some Y12 students deemed 'vulnerable' by virtue of engagement with virtual learning. There are about 15 students on this list, who are invited in on a rota basis, so there are no more than 8-9 per day. It is non-compulsory, so attendance has varied from day to day.

The next steps in the plan are to bring in Y10 and Y12 students on a part time basis to complement remote learning, not replace it. There are strict guidelines in place, which we are following. We are allowed no more than 25% of the combined number of Y10 and Y12 students on site. We have decided to bring back both year groups and each day we have allocated slightly less than 25% which allows for some variation of provision if needed. The maximum number of students on site will be 71 from Y10 & 12 plus approx. 20 key worker / vulnerable students.

SLT and teachers have reviewed different models for an increase return. It was agreed that the most benefit would be obtained by students meeting with their actual subject teacher face-to-face for continuity of learning, rather than with any other teacher of that subject. Therefore timetabling was worked out around this requirement.

We also wanted to try to avoid the use of public transport as much as possible, so there will be about 3 hours per day. The students are broken up in to 4 groups, and will have staggered start/finish times.

EG is working with site team to get site ready. The site has been redesigned to allow for social distancing measures.

Students will be placed in a 'bubble' of students. They will remain in that bubble for a week, but the bubbles will change the following week.

We have had staff consultation through union representatives. We walked around the school with them to explain the measures we had put in place and the processes we would follow, and talked through any concerns they might have had. They have been helpful and supportive. The proposals were explained in a recent staff meeting and questions taken. SW has spoken individually to some staff who have been in school and they have been very positive.

In terms of staff workload, most teaching staff will have up to 4 days of in-school face to face teaching between now and the end of term. This allows them to balancing in-school learning with remote learning, as they will still need to provide work for students not in school.

#### Next steps:

1. The Trustees are meeting on Tuesday 9th June to decide whether to agree for the expanded provision to proceed.
2. A letter will be sent to parents in the morning on Wednesday 10th June.
3. GB will lead an assembly on Wednesday to explain to Y10 students how it will work.

#### Variables:

There are two variables that we will not know the answers to until the changes are implemented:

1. How many parents are willing to send their children in to school.
2. How many students are physically able to get in to school - this will be more difficult for those living further away; e.g. public transport links.

GB was then invited to provide more detail on how the timetabling will work:

#### Year 12

The priority for this year group is to meet with their own teachers to review and consolidate their learning over the last couple of months and set up learning for rest of term and summer. GB explained the spreadsheet which details the option blocks and how the days /weeks will be timetabled.

- In terms of practicalities - students will be allocated a desk which is socially distanced from others, which will be their station for the duration of the day. The teachers will swap classrooms at break, not the students.
- The Y12 will be only be taught in the West Block. Rooms will be used on a rota basis, so each classroom will have a 48 hour break between usage to allow for it to be cleaned thoroughly.
- Rooms not in use will be kept locked so that we can be sure that they have been kept clean.

#### Year 10

The timetabling for Y10 is more complex. They have lots more teachers and are in different groups for different subjects. Lots of different models for how to bring Y10 in school were reviewed, and the following has been agreed as being the preferred option:

- On any given day, each group of students will stay in their own bubble.
- The first three weeks from 15th June will focus on core subjects, the remaining two will be for option subjects.

- In week one, the focus is Maths. Classes have been split according to social distance needs - there for a class of 26 will be split into three sub-groups. In Maths, the groups have been chosen regarding on how they have been getting on with remote learning, so that the teaching can be targeted to specific needs.
- That week, each student will receive three hours face-to-face tuition with their math's teacher.
- As with Y12, Y10 will be taught solely in the South Block, with classroom usage being alternated daily between the ground floor and the upper floor.
- In week two, the focus will be English. As with Maths, the English classes will be split into subgroups and students will spent 3 hours with English teacher.
- In Week 3, the focus is on the three sciences. The day will be split so that students will have approx. an hour of face-to-face tuition with each of their three science teachers. The students will remain at their allocated desks throughout the day; the teachers will move between classrooms.
- Work is still ongoing regarding potential different models for weeks 4 & 5 for students to see their options teachers as this is more logistically complex.

Q: You have said that pupils will stay in their seats and wait for teachers to change classes. Are they sitting in one seat for 3 hours?

A: Generally, they will have one desk for the whole day. Breaks have been built in them they can leave the classroom. The groups have different start times: 9.10, 9.30, 9.50 and 10.10 so there is no mixing between bubbles. Breaks are built in following this staggering system and there is a one way system to go outside.

Q: With respect of remote learning, is any done on line where students can see the teacher?

A: There is increasing amounts of this. We moved our Inset day forward to half term so that we could plan how to interact more with students, and how to get students to work together more. Each department was given time to reflect and plan what the interactivity would look like for their subject area in Term 6. These plans were collated for each year group and were sent out to families today.

Q: You mentioned that there should only be 71 Y10 & Y12 on site every day. The spreadsheet says there will be 76 on the second Tuesday - is that a problem?

A: The target is for under 25% of the combined total of Y10 and Y12. We are comfortably under that level. A quarter of these year groups is 110 students. We have deliberately left ourselves a lot of wiggle room to allow for any changes. This was an earlier version of the spreadsheet.

EG then explained how the site has been prepared and how it will operate:

- A standard risk assessment has been written (which was provided to governors prior to the meeting). The risk assessment will go on the website for parents and students to access.
- The site team has worked with the primary schools to see how their bubbling system has been structured.
- The plans have been built around the capacity to clean between classes and maintaining social distancing.
- The peripheries of the school have been closed. Only the South and West blocks will be open so that we can target cleaning.
- Classes arranged to allow for social distancing measures and school offices have also been rearranged to allow for 2 metre rule.
- There are one way systems in place around the school.
- The cleaning staff have been redeployed to enable them to work at different times of the day and to allow for cleaning to be undertaken during breaks when teachers may swap classrooms, and at the end of the day and in school offices.
- Appropriate PPE is available for staff and students: hand sanitizer, gloves and masks. First aiders have medical standard of PPE

- Alongside the risk assessment, is the 'Return to Work' manual for the school community, this is also available on the website and features an extensive Q&A section.
- There is a system in place for book and locker key returns. We will have to empty the lockers for the students.
- Specific toilets have been allocated to year groups, and we are advising there should only be 2 in a block at a time.

Q: Is there a separate Risk Assessment for the kitchen. Is it a manual system? I assume there is no food service?

A: They are not operating at the moment. If the Government withdraw the Free School Meal vouchers then they will have to come back in to operate packed lunch system. We are sending vouchers to approximately 12 students.

Q: Do you have a contingency plan if there is an outbreak in school?

A: It depends on the outbreak. There is guidance available for schools. If we can deep clean and reopen we would do that. But we would follow the guidance; Public Health England (PHE) have a checklist on what to do if there is a suspected single case or confirmed outbreak. We would follow their advice to the letter.

Q: Do you have a communications plan to stop people coming in?

A: PHE will tell us what to do. They did in the early days. We expect to get clear and swift guidance from them.

Q: Do you think pupils will use public transport?

A: We suspect many won't use it. In our draft letter we tell parents to follow government guidelines, we will have a supply of facemasks if a student needs one to get home.

Q: What will happen if there are any disciplinary incidents? Have you got anything in place to inform staff what they can and can't do?

A: There is an addendum to our Behaviour Policy for breach of any Covid procedures. Historically in Marling, these incidents tend to be outside the classroom. Instructions will be provided to staff.

Q: Will there be any practical lessons either before or after summer, such as DT where students share resources and there is the potential for injury?

A: The plan for this term is that there will be no practical subjects taught, except for art which is not deemed to be high risk.

Q: What is the latest position on compulsory use of face masks when in confined spaces?

A: The latest government guidance is that you don't need to use PPE in an educational setting. We will not stop a child or a member of staff wearing PPE if they want to. We have some for staff, we won't provide for the students other than in exceptional circumstances.

Q: What are we doing for the students whose parents are unwilling to send them in, or who are in the 'at risk' category?

A: We will offer more pastoral care as they are likely to feel more isolated knowing that their peers are going into school. The most likely scenario is that teachers will consolidate the work that has already been done, so as not to disadvantage those who didn't come in. If staff do work on new content, they know this has to be transferred to those who are not in. With regards to pastoral support; we will keep an eye on those who are attending and make sure we pick up on any concerns.

Q: Will you keep recordings of any online lessons for monitoring purposes?

A: We are, but not deliberately. We recommend staff record them in the unlikely event that a concern is raised. Also if a student can't access the lesson 'live', they then can do so at a later date. However, we don't plan to use these in a record keeping kind of way.

Q: Going forward, are you going to set a standard that lessons are recorded for students to access afterwards. Will we do this for all online lessons?

A: We will consider a variety of strategies.

There were no further questions. SW asked the SDB whether they were happy to make the recommendation to the Trust for Marling to increase the in-school provision to Y10 and Y12 based on what they had heard during this meeting.

➤ *MM proposed the recommendation; this was seconded by CB and unanimously agreed.*

The SDB were they asked whether they approved the appendix to the Behaviour Policy which had been circulated to all prior to the meeting.

➤ *MM proposed the recommendation; this was seconded by CB and unanimously agreed.*

The meeting ended at 4:20pm

