

Group Meeting – Part I Minutes					
Date/Time	21 May 2020			Location	Virtual
Attendees	Initials	Attendees	Initials	Attendees	Initials
Tania Skeaping	TS	Mary Ellery	ME	Gavin Jordan	GJ
Julia Capell	JC	Lorraine Ellicott	LE	Marilyn Livingstone	ML
Christopher Wright	CW	Derrick Brett	DB	Phil Whittlely	PRW

Apologies	Initials	Reason
Sarah Bernie	SB	Maternity Leave
Julia Capell	JC	Work Commitments
Tania Skeaping	TS	MAT Meeting
Absent without apology	Initials	

ACTIONS
DECISIONS
QUESTIONS AND CHALLENGES

In Attendance	Initials	
Sulina Tallack	ST	Clerk to Governors

1.1 and 1.2 Apologies and Pecuniary Interests

- Apologies were received from SB, JC and TS. The group were content to accept these.
- All those present at the meeting confirmed that they had no pecuniary interests to declare that would affect the discussion at the meeting.
- The meeting was quorate.

1.3 Discuss Matters Arising

The Chair reminded Governors of their remit as defined in the NGA guidance notes.

Actions: None

2. Preparations/plans for opening provision for Year 10 and Year 12 at Okehampton College from 1 June

Problematising the phased reopening of schools (to ensure it is done effectively)

- Understanding the local coronavirus risk
- Managing the understanding of risk
- Considering the risks to education
- Principles underscoring the locally managed reopening of schools

DB overviewed the state of play and advised that the College want students back as and when appropriate.

- There is a checklist from the MAT to allow identification of usable rooms within the college.
- A survey has been sent out to year 10 and year 12 to identify those who are vulnerable. We have

asked who would like to return to the school if it was opened.

- The MAT has identified the staff groups.
- Information from the students/staff and school being sorted to enable provision.

Managing the understanding of risk

The mortality rate of COVID-19 is ≈ 1 in 5 million for children under 15, well below the 'normal' rate for children, but increases exponentially with age, doubling every 6–7 years, and is currently an added risk that is roughly proportional to the 'normal' rate for over 45s (Spiegelhalter2020b, using Office for National Statistics ONS 2020d).

There is emerging evidence that children are just as likely as adults to test positive for COVID-19 (ONS 2020d), but whilst it appears 'that children tend to deal with COVID-19 better than adults,' whether infected children spread the virus in the community in a similar way to adults is not yet understood (Nature 2020, cf. Chartered College of Teaching CCT 2020).

While managing risk for children to return to school is about their safety, and must consider 'age and / or developmentally determined differences in children's ability to understand and comply with social distancing measures (CCT 2020), it is also about acting to reduce and mitigate the potential for them to transmit the virus to other people more susceptible to serious illness as a result, such as the clinically vulnerable or clinically extremely vulnerable, as defined by HM Government (Cabinet Office 2020ab)

The MAT has agreed to use the MAT risk assessment rather than the Devon County Council risk assessment.

G – The college is not opening until the 1st of June. The MAT has not consulted the union in advance of making plans. The risk assessment produced is a primary risk assessment and there should be a secondary school risk assessment separate to this. As yet there is no DFE guidance on secondary schools, this is a big concern.

DB – The Government has set deadlines that are still to be met but we do still need to plan the right course of action for our students. There is no secondary school in Devon (other than Tavistock) that will be opening on the 1st of June.

G – Is the MAT producing a secondary school risk assessment?

DB – It will depend on whether there is a difference in focus.

G – Movement around the school needs to be addressed, transport, door handles et cetera.

DB.– The core risk assessment is okay but differing options will require consideration.

G – There is no public transport.

DB – This needs to be considered.

Who is eligible for a school place and the question of who wants to come in will be resolved by the

end of the week. The clarification on staff from availability is being double checked.

PRW – The changes to categories of shielding has caused worry and confusion amongst the staff. This is being resolved by the MAT on a case-by-case basis.

Framework to provide ‘some face to face support’ for Y10 and Y12

Managing and mitigating the risk to learning by modelling support that may be offered
 Depending on final student numbers and staffing capacity, and in the spirit of supplementing remote learning, limiting attendance, and keeping students in small groups, some models that we are exploring in terms of educative and wellbeing viability:

1) Weekly or fortnightly 1-to-1 or small group ‘tutorial’ style interviews with some teachers. This will function as a device to support students to work independently and develop their metacognition and ability to self-regulate. Evidence strongly suggests (EEF 2019, 2020a) such explicit support can improve learning outcomes, particularly for disadvantaged students, e.g. by providing checklists, reviewing where they are in their remote learning, and agreeing a plan to the next tutorial. Sessions will be carefully planned around feedback from remote learning that has taken place, with groups identified according a ‘triage’ analysis of relative achievement pre closure. Students who cannot attend would be invited via video link. The informal, small group nature of the sessions will also support students’ wellbeing and a gradual return to normal, full-time schooling in the future.

2) ‘Feedback’ lessons, separated into Core and Options days or sessions for Y10. One Y10 ‘Core subjects’ day one Y10 ‘Options subjects’ day of 3-4 ‘lessons’ in classrooms of students in safe socially-distanced numbers. Each ‘lesson’ will focus on feedback from recent remote learning activities, the setting up forthcoming remote learning work and the teaching to key leveraging topics.

3) ‘Triaged’ support sessions. Specific interventions for specific groups of students triaged to have similar issues. These may be of a pastoral nature, e.g. behaviour support interventions for students whose behaviour records would suggest they are at risk, or a more academic nature, e.g. where learning gaps are identified and shared.

We may start with actioning one of the options and move in between the others as best meets the needs of our staff and students.

G – How we are encouraging the children we want to come in to actually attend?

DB – The Tutors and Heads of Faculty and SENDCO are being spoken to. We are making the assumption that those students are coming in (rather than it being an option) and we will require a reason for non-attendance.

G – How are we minimising the staff contamination risk?

DB – We need to work through it.

G – How are we going handle things t if we are oversubscribed?

DB – The students are required to let us know in advance of their attendance. The vulnerable children already have the right to come in every day. The Year 10 and Year 12 students will be invited in up to capacity.

G – What about the TA remit, how will we handle this?

DB – We have discussed staff helping with some of the TA work.

G – If you are aware that certain children are not socially distancing, can you refuse to teach them?

DB – We are updating the Behaviour Policy to reflect current circumstances and can have sanctions if social distancing is not followed within school.

G – Can you prioritise Pupil Premium students?

DB – We set parameters of provision but won't disadvantage any student.

G – How will you ensure that students remain on site during the school day?

DB – Once the students are in school they will be staying on site and contact will be kept to a minimum.

G – In terms of hand washing, is extra provision in place?

DB – There is a soap bar provided for each child. Sanitiser is also available.

G – Are there any future plans for additional hand basins?

G – Is there enough money for dedicated counselling support for the staff and students?

DB – We do have access to Tor Support, further counselling support is being explored on a MAT wide basis.

Actions: ML to write to the MAT to ensure that the risk assessment issues are properly considered

3. Preparations/plans for further opening of Federation Primary Schools from 1 June

PRW is planning for the opening of wider provision.

The government has made it clear that schools may only fully open when five tests have been met. These are:

- The NHS has capacity to provide critical care
- There is a sustained and consistent fall in daily deaths from coronavirus
- The rate of infection has decreased to manageable levels ($R < 1$)
- Operational challenges associated with testing and PPE are resolved and supply meets demand
- Any adjustments will not result in a second wave of infections

At the moment we are working towards an opening date of the 1st of June.

Letters to parents outlining the key facts and likely provision have been sent, the Initial response exceeds capacity. Each school requires a first-aid and quarantine room, a storage room for furnishings (the classrooms must be stripped down), a designated learning area for each bubble

which will contain a toilet access, water supply, and an entrance and exit. A first aider and level three safeguarding practitioner must be on site at all times. Every school is now physically prepared with its own enhanced risk assessment. A newsletter is being sent out next week. As yet not all PPE is available. We have 6000 face masks and contactless thermometers. The other PPE is likely to be delivered next week. We are having an inset day prior to the children returning. There is a holding letter being sent to parents' tomorrow with updated information.

Numbers and Status of Children Requiring Provision 01.06.2020

School	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boasley	2	1	1 (SEN)	1 (SS)	1 (SS)	2 (K, SS)	4 (K, SS)
Bridestowe	1	4		1(K)			6
Exbourne	3 (1xK)	2 (1xK, 1xSS)	2 (1xK, 1x SEN)		2 (1xK, 1xSS)	1(K)	2(K)
Highampton	1			1(K)		1(K)	
Lydford		4 (2 x K)		1 (SEN)	1 (K)	3 (SEN, K)	1 (CIC, PP)
Northlew							1(SEN)

G – In terms of capacity have you collected the reasons why parents are not choosing to send the children in?

PRW – Yes, we have a good idea.

G – Are there other places for storage that are not within the school e.g. village halls?

PRW - That would make sense and any help would be very welcome.

G-What about forest schools and outdoor learning?

PRW – We are staggering access to the outdoors but we are not able to fully decamp outside.

G – How are you managing the age groups where there are only two bubbles within the school?

PRW – This has not been pinned down as yet.

G – Will we potentially have to refuse some children?

PRW – We may have to offer places at other schools or say that we are at full capacity.

Actions: ML to add additional wording to letter in support of the staff.

4. Matter brought to the Chairs attention

N/A

Actions: None

5. Time and Date of next meeting

- 11 June 2020 at 17.00 - Virtual
- Meeting closed at 19.40

Action Table from 21.05.20

WHO	WHAT	WHEN
ML	Write to the MAT to ensure that the risk assessment issues are properly considered	ASAP
ML	Add additional wording to letter in support of the staff.	ASAP