

PRIVATE AND CONFIDENTIAL

ACADEMY COMMITTEE MEETING

Date: Tuesday 23rd March 2021
 Time: 6.30pm
 Venue: Microsoft Teams

Clerk: A Robertson
 Present: A Jarvis, I Castledine, D Brown, P Benton, M Kelly, W Searle, J Peet
 In attendance: E Warrington, R Howarth

Action	Item	Initials
The Clerk agreed to find out the next steps to recruit a new governor to replace J Johnson.	1	AR
The Clerk confirmed she would circulate the Trust Board Update from the meeting in February as soon as they became available.	1	AR
WS to arrange some time with IC to go through safeguarding.	1	WS/IC
A copy of the Behaviour for Learning Intervention Pathway is to be distributed to the governors after the meeting.	2	AR
A copy of the Awarding Summer Grades GCSE, A Level, AS Level and BTEC FAQs is to be distributed to the governors after the meeting	2	AR
Head of School to share catch-up funding per student information with the governors.	3	DB

Agenda – Part 1			
Category	Item	Notes	Action
1	Apologies	L Brooks and C Rath sent their apologies.	
	AOB items	No other items of business were raised.	
	Part 1 Minutes	The minutes from CHHS ACM2 were approved as a true record of the meeting.	
	Membership: Recruitment Update/Succession Planning	IC agreed to lead on safeguarding on behalf of the governors following J Johnson's resignation from the committee. DB and WS thanked IC for taking on this aspect of the role. WS to provide IC with some training on safeguarding.	WS/IC
	Trust Board Update	The Trust Board Update for February's meeting were not yet available. The Clerk agreed to distribute them as soon as they are ready.	AR

2	Behaviour for Learning Intervention Pathway	<p>EW delivered a presentation on a pilot scheme to be rolled out on a Behaviour for Learning Intervention Pathway, in an effort to reduce the number of exclusions of students from schools, particularly those students categorised as SEND. The initiative will look at the school's approach to putting in consequences for misbehaviour amongst SEND students to ensure that it is personalised and tailored to the individual and ensures it is in line with the school's ethos to enable all students to be successful in school. A framework of nine risk factors has been developed to profile a student and identify their individual needs, based on thorough assessments, and a plan put in place for them with the collaboration of a solutions team.</p> <p>EW explained the next steps in providing continued professional development to staff on the Intervention programme and delivering intensive training to those staff directly involved with implementing it.</p> <p>Q. PB – Is the plan to roll out the programme across the Trust? A. EW – It is to be piloted at CHHS and DHS first.</p> <p>PB commented on the new Year 7 intake coming into secondary school with EHCPs. EW said the SEN department planned to improve transition and better understand the SEND provision students have received in primaries.</p> <p>Q. AJ – Are there other projects where this has been done and what were their outcomes? A. EW – Case studies are few and far between as it is very difficult to generate hard data, therefore, few schools have done it. CHHS has been in collaboration with David Whittaker, a Wellspring Trust specialist in SENCO in mainstream education who has experience in alternative provision best practice.</p>	
School Performance & Accountability	Reopening of School	<p>The Head of School expressed how the reopening of school has gone incredibly well and how smoothly the school is running.</p> <p>Testing JP updated the governors on the testing process in school and the various stages involved which meant drawing upon 21 members of staff to help. Testing started earlier than originally planned to allow students to get back into school learning sooner. The testing team spent 9 days testing to offer three tests to all students. Only 1 positive case was identified. School has distributed home testing kits to students and staff</p>	

		<p>Awarding of A Levels and GCSEs</p>	<p>to complete on a Sunday and Wednesday and they have been asked to submit their results to the school to allow the data to be collated.</p> <p>Reopening Risk Assessment and Operational Guidelines</p> <p>DB referred to the Reopening Risk Assessment and Operational Guidelines document and the amendments to include the wearing of face masks all day for all students which was something the leadership team were concerned about. Students have adapted really well, though, and there are very few who are exempt. All the other control measures have remained in place, i.e. washing hands, year group bubbles, separate areas, one-way systems, extra cleaning etc.</p> <p>There have been a couple of positive cases since we have been back so we will be track and tracing again. Self-isolating students in exam groups are being invited to join lessons via Teams and teachers are setting work on Assignments.</p> <p>Q. PB – Will you track and trace during the Easter holidays?</p> <p>A. DB – Yes.</p> <p>Q. AJ – What is attendance like?</p> <p>A. DB – Everyone is back in so attendance is very good. Levels of illness are very low and staff attendance is very high.</p> <p>DB mentioned the concerns the school has for the Year 10s and 12s due to missed learning and plans that will be put in place to manage where students are up to and how the they will be brought up to where they need to be.</p> <p>RH referred to the supporting document <i>2020/21 GCSE, AS and A Level Plan</i> and advised the governors that the exam boards were being very slow to communicate to schools regarding awarding grades this summer. RH informed them of the work that CHHS had done with Hazel Grove to establish a Trust vision of guiding principles around awarding grades this summer; being fair, ensuring there is a robust evidence base in place, sharing the evidence base with parents and students to ensure transparency, and establishing clear a process for staff to follow. Training has been arranged for Heads of Department. The message to students is that the exams have gone and so we need to change our language around that and how we refer to the assessments; however, we're keen that students aren't overwhelmed by assessments. Staff will be looking at</p>	
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		<p>teaching and common assessments over the course of the year. A teacher assessed grade would be awarded taking into account the autumn/spring assessments and whether the student continued to work at the same level into the summer. Therefore, the centre assessed grade should not be lower in the majority of cases.</p> <p>Q. AJ – Is the guiding principle statement being communicated to parents? A. RH – No, other information will be shared with parents. A guide to the process for awarding grades has been sent home already and a FAQ document has been sent home to Year 11s ahead of their parents’ evening. Parents/carers have been asked not to ask teachers about what grade they will be awarding their child.</p> <p>RH explained that a plan has been put together for teachers to help define grades using their own judgement as teachers and Heads of Department have been given a method to record assessments as evidence.</p> <p>Q. AJ – What would be your approach if a parent asked if their child needed to work harder to achieve a particular grade to get into a university course? A. RH – Our approach would be the same as any other parents’ evening and we would advise them to work harder if that was necessary.</p> <p>Q. IC – How do the teachers feel? Are they comfortable with the process or do they feel under pressure? A. RH – Teachers did a fantastic job last summer which was harder so they are ok in the main.</p> <p>DB agreed that it was harder last summer, made even more so by having to rank the students. The message being given to staff is not to look at a single piece of work. We can see students are stressed and worried and we feel for them.</p> <p>Q. PB – Will there be any external moderation? A. DB – Exam boards have mooted that they will scrutinise over-inflated grades in certain test centres or new test centres.</p> <p>Q. MK – Has the school got controls in place to accept external grades for Sixth Form applicants? A. DB – We have assessed grades for students that have already applied. We are thinking of running assessments early on to ensure the ability is there, which would potentially identify any who have come</p>	
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			with over-inflated grades. Q. AJ – Are there any end of year plans for students? A. WS – We have some plans in mind and we will ask students for ideas of what they would like as there won't be a prom or end of year group assembly. We are waiting for confirmation from Stockport when the end of term will be and there may be an extra day for students to finish work or SEN students who might need support. We want to keep things normal for as long as possible and to keep them learning so they are still ready for sixth form/ uni.	
3	Governor Monitoring	Finance update	No points were raised from the CHHS Management Accounts. Q. PB – Do you know how much you catch-up funding you will receive per student? A. DB – No, I will find out and let you know.	DB
4	Governor Development	Training Governor Verbal Update	The Pupil Premium training discussion was postponed to ACM4.	
5	Community Engagement	Link Governor Verbal Update	Postponed to ACM4	
	AOB		No other business was raised	
	Meeting Dates:	Summer 2	29.06.2021	

Impact of Meeting / Key Outcomes	
EW presented the Behaviour for Learning Intervention Pathway to the governors.	
The reopening of school was discussed, including staff and student testing and the covid risk assessment and operational guidelines.	
RH talked about the plans and processes for the awarding of GCSE, AS and A Level grades for summer 2021.	