

Minutes of meeting

SIS-Committee Meeting

Date:	30 June 2020	Time:	10:00am
Location:	Teams Meeting	Clerk:	Emma Pemberton (EP) Personal assistant to Rob Pritchard, National Director of Education
Attendees:	<p>Jan Renou (JR) Member of Board of Trustees and Chair of meeting Paul Hann (PH) Chairman of Board of Trustees Rob Pritchard (RP) National Director of Education Tuesday Humby (TH) National Director of Teaching and Training Ian Brookman (IB) Member of the Board of Trustees Nick Hudson (NH) Chief Executive Officer Peter Murray (PM) Founding Chairman of the Board of Trustees</p>		

	Item	Action	Initials
1.	<p>Welcome & Apologies</p> <p>The Chair welcomed all to the meeting and acknowledged no apologies had been received.</p>		
2.	<p>Review of May 2020 Minutes</p> <p>5 May 2020 minutes reviewed and signed off.</p> <p>Items to carry forward to August 2020 meeting:</p> <ul style="list-style-type: none"> Alternative Provision (carried forward from 3 March 2020) 		
3.	<p>Update on Y10 / Y12</p> <p>The Chair acknowledged and thanked OAT for the regular and comprehensive updates on Y10 and Y12 supplied via OAT Board. As such, for the purpose of this meeting, the Chair would be content to receive thoughts or developments only relating to Summer School activities for the Trust.</p> <p>The National Director for Education confirmed that this is covered within item 4 of the agenda.</p>		
4.	<p>Plans for September</p> <p>The National Director for Education reflected on the challenges faced during the past four months and how OAT and academies alike have worked to adapt and develop within this ever-changing environment. At the same time, he has ensured that Trustees receive updates on progress made and the emerging</p>		

plans for September, which are set to continue to change and evolve as schools and MATs await further Government guidance due 2 July 2020.

Focus

OATs focus with academies is now on learning. The Trust is working with academies to review and develop a comprehensive catch-up/recovery curriculum to address the loss of learning over the past months and how this will be structured and delivered.

As academies prepare to extend opening in September, OAT is also asking Principals to produce comprehensive and robust contingency plans to cater for any partial or full school closure due to Covid-19. This will ensure that effective teaching can continue regardless of any changes to the learning environment.

Bridging Curriculum

The National Director of Teaching and Training provided an overview of the Bridging Curriculum available on OATnet to support KS2/3. The curriculum has been developed and written by Lead Practitioners and covers a selection of subjects including English, Maths and Science.

Each subject contains an introduction, comprehensive knowledge organisers, lesson plans and an assessment tool. Each element has been designed to support anyone from a non-specialist subject to provide effective and qualitative teaching.

The curriculum is not compulsory, but OAT will ask academies to provide evidence of alternative curriculum provision to ensure that it meets OAT's standards.

Teaching and Training – Live Lessons

The National Director of Teaching and Training confirmed that schools were initially asked not to conduct live lessons at the start of school closures due to concerns around safeguarding and GDPR. Online provision was still extensive but concerns around pupil engagement resulted in staff adapting and as a result, lessons were recorded to try and promote increased engagement.

OAT has since reviewed the live lesson process and are pleased to now provide extensive support and guidance to academies via a dedicated section on OATnet. The site provides teaching tips, CPD and technical support to academies, whilst also providing resources to use with parents that cover GDPR requirements and behaviours for learning.

Academies have fully supported each other throughout the process; recording their launch meetings with staff to help other academies through the same process and actively sharing best practice. OAT is now in a position where all but one school is live teaching. The final school is currently being upgraded to enable live teaching from September.

The Trustees asked what proportion of children do not have access to online learning and what we are doing for them.

The National Director of Education estimated circa 1/5 of students find it difficult to engage online but believes the answer may be more complicated. For instance, some households may have one laptop that needs to support a family of five. In these cases, live lessons are recorded to help overcome this difficulty so that students can fit learning around the family dynamic.

The Department for Education have supported laptop provision for disadvantaged Y10 students, and OAT are adapting the curriculum recovery plan to provide more access to students, which includes providing lessons via a browser/Xbox or PlayStation and to ensure lessons can be viewed via mobile phones.

The Chief Executive Officer confirmed that research is taking place to establish how many students find it difficult to connect online so that OAT can put plans in place to overcome these difficulties. This is a high priority for the Trust, not only when looking at restrictions due to Covid-19, but for the future learning of students. OAT needs to support students and work to remove the digital divide. This will be through curriculum, teaching developments, and long-term investment in provision, including looking at access for disadvantaged students in the form of broadband and 4G provision.

The Trustees acknowledged that technology develops at a fast pace, so working at browser level will help overcome these issues.

The Trustees asked what would happen for those that currently do not have connectivity to engage online.

Paper-based materials are provided but students that are unable to engage online would be prioritised to return to school first, in the event of school closures due to a second wave of Covid-19, so that loss of learning is mitigated. It is encouraging to note that at the start of the school closures some schools were entirely paper based, but OAT now has blended provision.

Lead Practitioner Support

At present OAT has a team of eight Lead Practitioners (some working full-time within schools) and have 31 different curriculums being taught across the Trust. It became evident very quickly that OAT needed to bring academies together to focus on core elements of a curriculum. Lead Practitioners have produced master classes to help support academies, including some areas of specialism i.e. Mechanics for Y12. These classes can be completed over the summer by students and includes an assessment at the end to ensure that academies can see clear evidence of understanding of the subject covered. This will be a valuable tool to academies trying to ensure that students can bridge the gap in learning in preparation for September and beyond.

LPs have received training on 'live learning' to maximise their potential in supporting academies moving forward and writing modules to support tutors/coaches that will be engaged to help bridge the gap in learning.

The National Director of Education commented that OAT academies have come together in a way that surpassed any expectations. Additionally, OAT has created an extensive curriculum that supports children whilst learning from

home, which has been welcomed by academies and continues to be developed.

Year 7 Transition

A Trustee asked how Year 7 transition is being supported.

The National Director of Education confirmed that face to face induction days cannot take place due to current Government guidelines although academies are completing one-to-ones with vulnerable students.

Academies have adapted well to the restrictions; Creating online support for students and continuing to work closely with primaries. Some academies have gone as far as creating video messages directed to new Y7 students, not only from the Principal but from teachers to help students acclimatise to their new teaching environment. In addition, they have provided summer learning to help students engage in a new teaching framework and to help students feel part of the school community.

Academies are aware that more work will need to be done to support new Y7 students. One such way would be to dedicate initial September start to accommodate Y7 in school. Thereby allowing students time to adjust to their new surroundings without other year groups present.

Tutors/Coaches

The Trustees are impressed with the bridging curriculum and community spirit that is so clearly evidence within OAT and academies. In terms of tutor provision, they asked what costs are involved and how they will be deployed to cater for those most disadvantaged.

The National Director of Education confirmed that work is underway to support staff and students utilising Government funding using tutors and coaches alongside a focused curriculum plan.

There are four forums taking place this week with principals from across the Trust. A presentation will be made to show how the curriculum could look and Principals will be encouraged to share best practice and work at putting together a collective plan to bridge the gap in learning. The forum will also cover areas such as safeguarding, attendance, behaviour and EHCPs.

OAT will look at different forms of provision to enable catch-up, including:

- Summer schools - Some may do this already but across the Trust we are not proposing to do this as a standard;
- Extending the school day - Some do this already via school clubs and therefore potential to incorporate catch-up;
- Technology can help catch-up and funds could be used for that; and
- Small group tuition – This can be either one-to-ones or with small groups.

Funding options for Tutors and Coaches was discussed, with funding provided via grants by the Department for Education. The breakdown of provision was discussed along with the associated costs involved in recruiting coaches.

The tutor/coaching market will inevitably become saturated with requests from schools nationwide. To overcome this OAT has engaged a third-party introducer who is looking to resource English, Maths and Science graduates who are looking at a career path into teaching.

There are currently circa 35 individuals that have expressed an interest. Work has taken place with academies to map requirements so that the third-party introducer can match candidates to the relevant school. The process is moving quickly with interviews taking place over the course of this week to start in September, utilising the funding provided by the Department for Education.

Training of tutors/coaches

The National Director for Teaching and Training confirmed that OAT will provide comprehensive training to those engaged within schools. In addition, there is potential for cluster schools to share provision to help maximise support.

The Trustees asked if OAT had a sense of how many would be needed and quality of provision.

The National Director for Education confirmed that the interest has been high from academies, but OAT would hope to maximise coverage as much as possible by linking academy provision. In addition, by retaining ownership of the recruitment process OAT can ensure that coaches receive a high standard of training to fully equip them for in helping to deliver catch-up support within academies.

The Trustees were concerned that graduates may not fully understand pedagogy or how to deal with vulnerable students. How are OAT looking to support them with this?

The National Director for Education confirmed that a comprehensive job description had been produced that aligns the role of the coach to the teacher in class to ensure that OAT do not expose the coach to risk or undermine the learning provided by the teacher.

The Trustees asked if coaching was expected to take place face to face.

The National Tutoring Programme can be delivered remotely or through a combination of both. OAT is looking to have coaches working in the academies so that they can work closely with the teaching staff. Remote provision would be more difficult to facilitate.

The National Director for Teaching and Training confirmed that OAT would like to invest in graduates so that they engage in the SCIIT programme next year.

Forum Actions

The National Director for Education confirmed that, in addition to sharing best practice and discussing curriculum, Principals will be asked to create and submit robust contingency plans for any potential partial or full lockdown and catch-up actions based on funds received.

OAT will use Department for Education funds to support the catch-up plans. Most will use this for one or two tutors or coaches, but some may use funds to support summer school or access to technology.

Plans for September

Primary will be relatively straight forward, but we are awaiting guidance from Government in the announcements due later this week and we are aware that this will require some work by academies to cater for social distancing within schools, and potential impact on accessing specialist classrooms.

It is hoped that the guidance will provide clarity on the exams and assessment process, especially for those that require access to specialist equipment such as science, music, arts, and PE. Methods of assessment may need to be reduced or adjusted to cater for lack of access to specialist classrooms or training environments.

The Trustees asked how this would impact on school transport.

Complexities of social distancing were discussed for students travelling to and from school depending on their mode of transport. Staggered starts, finishes, and lunches may prove challenging to facilitate.

OAT is impressed and proud with how academies have reacted to every element of guidance released to ensure that schools continue to teach and support students. This was echoed by the Trustees in the meeting.

The Trustees asked if OAT had a sense of how many teachers may find it difficult to return to work as held within shielding/clinically vulnerable categories.

OAT have a small number of staff that fall within both categories and are working closely with individuals to eliminate concerns to enable a safe return to work. It is important to deal with each case sensitively and OAT are supporting staff with concerns. As an example, staff are invited into work outside of school hours to view the working environment and to walk through a typical day so that they are aware of cleaning routines and student and staff movements. This is to help build confidence.

Trustees asked how staff are coping without a staff room.

Moral is good between staff in academies. Staff may have to share ideas differently but Primary already have several teachers back in school and the systems are working well.

iwill / Enrichment

Trustees asked how Enrichment / iwill will be included.

The National Director of Teaching and Training confirmed that there are a number of enrichment programmes in academies throughout the Trust. OAT is going to be collect case studies from academies with a view to then develop these into a reference list of 'top tips' for next term.

	<p>OAT plan to release this to principals, and then work with academies to track progress. It will be different due to the majority of iwill and social actions being placed on hold during the past four months, but it is hoped that programmes will take place from September.</p> <p>In the long-term OAT are looking to embed enrichment within the curriculum so that it is not just seen as a bolt on but integrated essential element of the curriculum that it is picked up automatically.</p> <p>Buildings The Trustees asked if there are there any secondaries that we are struggling with capacity.</p> <p>A discussion took place around differences in academy capacity throughout the Trust. Each academy will have a Risk Assessment completed and reviewed by Regional Directors and Principals to ensure that the academy adheres to Government guidelines.</p> <p>Results Day OAT academies are planning to run results day as normally as possible so that students have support from staff when collecting results.</p>		
5.	<p>A.O.B</p> <p>Recruitment Update</p> <p>The Trustees requested an update on the current recruitment progress within School Improvement.</p> <p>Safeguarding Manager The Safeguarding Management role has recruited.</p> <p>South and East Regional Director Roles An interim Regional Director has been appointed on a part-time basis for the South, although this may be reviewed should more coverage be required. Recruitment for a permanent full-time role to commence in September with view to start in the New Year, or latest Easter. The interim Principal has agreed to stay in role until that point.</p> <p>The Regional Director for East is engaged and working alongside the National Director of Education with a view to taking over the role full-time in September.</p> <p>The National Director of Education remains responsible for both roles until recruitment and handover is complete.</p> <p>South and East Executive Principal Roles These positions have been appointed for both South and East.</p> <p>National Primary Advisor Recruitment The recruitment proved to be unsuccessful. The role received a large amount of interest but due to Covid-19, candidates became anxious. The process concluded without fulfilling the role.</p>		

	<p>Lead Practitioners</p> <p>The National Director for Teaching and Training confirmed that OAT currently has 10 Lead Practitioners in role for September, including two Enrichment posts. HR are currently recruiting for a SEND Lead Practitioner to take the final number to 11.</p>		
6.	<p>Closing Comments</p> <p>The Chair and Trustees wished to extend their gratitude and thanks to the OAT Executive Team for their continued support and regular updates throughout these difficult past months.</p> <p>The Trustees would also like to extend their thanks to all those working within the academies for their excellent work and support to OAT and the children within their care.</p>		
7.	<p>The next School Improvement Sub-committee meeting will be held in August 2020.</p>		