






Home Learning


Questions	Gov	Response
How have the children responded to home learning?	NR	Despite having weekly phone calls in the last couple of months, letters stating the importance of home learning, learning being displayed on the web site and more recently home visits, response to home learning has been varied. Some parents have supported their children in completing everything, some have done some things and others very little. BUG club and TT Rockstars has also shown a reduced uptake when compared to the regular contact being made when attending school.
<p>Update on how remote/home-schooling is going since last report?</p>  <p>(from the display in the corridor)</p>	CP	<p>It is very hard for teachers to try enforce completion of learning tasks when the government has not made schooling compulsory. All they can do is keep in touch and encourage children to learn. It is also important to bear in mind the home circumstances in which the children may live:</p> <ul style="list-style-type: none"> • Parents with little English and low levels of literacy in English (or their own language) limiting opportunities for guiding children • Overcrowded living conditions • A climate of anxiety around the pandemic which can inhibit the ability to learn – this clip from our EP training is useful to watch to understand the challenges https://www.youtube.com/watch?v=KogaUANGvpA&safe=active • No access to IT or the internet • Family suffering bereavement, very sick family members <p>Looking forward we need to ask whether they have completed the home learning and keep a register of the children who have done all, some or none. We will make a note of those who have done little or none. Then we can try to offer more support to these children and their families. This information will be paramount when it comes to planning for September in whatever form schooling will look like.</p>

<p>Have the children progressed in terms of learning or has progression dipped under the circumstances?</p> 	<p>NR</p> <p>We have real concerns that children who need the most support will not have received this whilst at home. Despite the packs being delivered we know there will be some children who may not have even been speaking English, let alone reading or writing it therefore we expect some children will have regressed.</p> <p>Looking forward we have discussed summer schools but know in the past that the uptake has been very low.</p> <p>1:1 meetings for older children - including parents too to bring in their home learning and to discuss the future, maybe starting with the Y5s could also be a way forward.</p>
<p>I'm very worried about the children who haven't had access to IT/ broadband to access online learning, games, puzzles, wellbeing activities & apps. I appreciate valiant efforts being made to give them paper worksheets etc but it doesn't have the same excitement as using ICT & it disadvantages these children further. So I'd like to see these children including in the next round of returners.</p> <p>How many pupils have no access to laptop/tablet/phone for remote learning? And – what are we doing about this? How are we compensating for it?</p>	<p>CP</p> <p>We have collected lap tops for the most vulnerable children in school (those with a Social Worker) which have been donated by the government. However they came with no software (including no office) and need setting up. We have had to chase the LA to get the individual codes for each machine which has delayed the set up and distribution of these. Despite the fact that laptops have been issued it has not taken into account that the majority of children, especially younger ones will struggle to use a laptop. Tablets would have been much more accessible and user friendly. This is particularly true for those with additional needs or early grasp of English. We could consider buying a tablet from school budget for those who will struggle with a laptop and keep the laptops in school for the time being. WE would welcome Governors view on this.</p> <p>We had canvassed these parents about internet access because the information said that they should be ready for internet usage. Social Care have been supporting families with accessing the internet so we had one family who needed access. They are currently in Hungary so we are storing this in school until they return. We have also purchased a tablet for child with an EHCP whose family are seeking asylum and had very few resources.</p>



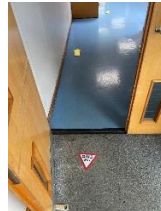
		Looking further forward in calls home and visits to house, we are asking for what devices they have to learn on and if they have internet access with a view to planning for September and beyond.
<p>How consistent is remote teaching across all year groups, classes, teachers?</p>  <p>What do we think is average time year groups, disadvantaged spending on remote/home learning?</p>	CP	<p>The phase leaders Richard, Ashyha, Hayley and Amrit have been tasked with this to ensure consistency across their phases. When they were given this task they naturally worked together and shared various formats and what was to be included – this in turn ensured consistency.</p> <p>We do not have a digital way of tracking this so are reliant upon verbal feedback from parents and children. This is further complicated by language barriers especially where they speak a language we are not able to translate. Looking forward we will ask children to bring their home learning into school to see if we can judge a child's commitment to this.</p>
<p>Seen some really good examples on Class websites – are we promoting good/best practice?</p> 	CP	<p>At the moment teachers are responsible for their own class pages on the website and these have varied in quality. Staff are given feedback about their website posts. During lock down we have asked staff to produce a presentation of both Autumn and Spring learning. Feedback was given and alterations met. These presentations have been put on the website by LR</p> <p>Looking forward these presentations are included in the new website. There is one gatekeeper (LR) who has designed this during lockdown whilst working at home. Just need to complete the governors' section.</p>

<p>Is pupils' work being assessed & feedback given to them & their parents?</p> 	<p>CP</p> <p>Not at this point. We asked staff whether they felt comfortable collecting work from parents and they weren't. The staff are aware that Covid19 is present in the community as we have had information that one parent has passed away and another two are in hospital, so the staff's response is understandable. Initially teachers were working at home and so this was impossible, though they were asking about completion, and how they had found things on their weekly phone calls. Since the holiday and the decision to re-open school, the time and effort had been focussed on getting information out to parents and setting up the school site for re-opening.</p> <p>Looking forward – we have asked any parents who are returning to school to bring their home learning packs for the teachers to give feedback.</p>
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Safeguarding


Questions	Gov	Response
<p>Note that as at 1st June no contact had been made with three children. Has that changed?</p> 	<p>EB</p>	<p>Staff were asked to record on CPOMS if they had not been able to contact families. At the point of the HT Report this was 3 children. As Eastwood is a very mobile population we needed to keep this constantly under review. Staff have continued to call weekly to keep in touch with children and to report any concerns that have arisen during the call. There have been a number of these recorded on CPOMS and followed up by Christine. Christine has worked with other professional throughout the lockdown; Social Care, Health Visitors, Early Help workers, Community Support groups to ensure there is still a robust response to any safeguarding concerns. From 1st June staff have moved to home visits to hand deliver home learning packs (with appropriate safeguards) where they speak to the parents and child wherever possible. Where no one is home packs are posted through the door and a follow up call is made. We are tracking where no contact has been made and conducting safe and well visits. So far the visits have revealed 11 children are not in their homes; 5 have gone to their home country the other 6 have not been located (CME forms will be completed). Safe and well visits also revealed a number of families who had changed addresses / contact numbers. These have been recorded on the database.</p>

Organisation of Safety Measures for School Opening – Health & Hygiene

Questions	Gov	Response
Risk Assessment says we'll do additional cleaning of washrooms at lunch time - RMBC's guidance for parents on reopening says washrooms cleaned after breaks & lunchtime as a minimum - will we be following RMBC guidance	CP	Please see attached cleaning procedures. JMAT H&S staff will be carrying out a review of premises and procedures in the coming week.
Model letters for parents & staff - if/when child/staff sent home with C19 symptoms + re *ve & -ve results - do we have them ready? We don't want to be having to draft them when it happens. There are model letters on the School Bus site we could use/adapt if not.	CP	Good idea – we have used the JMAT flow chart (attached) to produce a letter to the parents of the child advising what has been done and what needs to be done next. (attached) The school bus has been used to produce a letter to go out to staff informing them formally of the incident. (attached)
Temp checks - I appreciate this is in line with DfE, NHS guidance for schools but given parents' nervousness as evidenced by 30% returners in the eligible yes + gov guidance tells anyone with a high temp to self-isolate immediately & order a test as this is 1 of the designated C19 symptoms & it's a quick, cheap thing to do - can we reconsider it?	CP	We will be testing the temperature of children who are showing symptoms of COVID-19. JMAT have provided us with a digital thermometer. Currently two Looked After Children attending. One child on the Autism Spectrum with an EHC Plan is attending. She has settled in really well, is happy to come to school but struggles to maintain social distancing. This has not caused any issues with staff. Despite school places being offered weekly the parents still do not want their children to attend school
Has there been a decision about thermometers in school? Has one been purchased as an additional check in case a child/staff member becomes symptomatic while at school? -how many vulnerable children are currently accessing school? Do any of these have EHCPs and if so how is that working?	SL	  

Organisation for School Opening – Return of Wider Group of Children

Questions	Gov	Response
How many pupils would have been eligible to return on the 15th?	EB	169 children from Foundation, Y1 and Y6 plus 26 vulnerable and 5 key worker children
Note that vulnerable children who have been in school presumably are to use the KS2 outdoor space, is this going to identify and stigmatise them if it is not the space being used by their year group?	EB	The 7 children who took up our offer from 1 st June dwindled to 2/3 by the end of the week. The children used all of the spaces outside. Looking forward – we have organised bubbles so that they remain in their own key stage and use their usual communal areas.
No before or after school clubs, how many children from all years attend these?	EB	64 children were attending after school clubs Between 40 and 60 children attended breakfast club on a daily basis.
Govt expected to announce this week bringing other years back before summer break - what are our thoughts about which year/years that should be?	CP	Due to our numbers being relatively low for Foundation/Y1 and Y6 we have offered their siblings a place in school too (if they are from Y2, Y3,Y4 or Y5) this helped us increase our numbers from 31 to 52. This week we have had 42 children/52 and we continue to ring up Foundation/Y1 and Y6 to encourage attendance.
Numbers driving capacity – risk assessment says we've organised for numbers returning - if more children turned up, could we accommodate them i.e have we got an additional classroom ready? Guidance suggests we should have some spare capacity ready. 	CP	We organised for: FS 4 bubbles in foundation (2x7 and 2x8) =30 We currently have 13 children so we have plenty of capacity there and are ringing weekly. KS1 We organised for 4 bubbles with 8 in each = 32 We currently have 3 bubbles of 7 so have some capacity for increased numbers. We are also looking at increasing the numbers in each bubble in the larger classrooms.

		<p>KS2 We organised for 5 bubbles of 8 = 40 We currently have $8/8+3/6+3/4=14$ /18 who have attended all this week. So we have more capacity here too.</p> <p>We increased the staffing to three members in KS2 to cover for staggered breaks and dinner but may need to re-think this if the bubbles look like they are to be filled and use the extra staff in other bubbles in the three spare classrooms. Next week we expect 75 children – see Bubble list</p> <p>The bubbles in KS1 & 2 have been given tree names, bubbles in Foundation have colours.</p>
<p>What are we doing to get more YR1 & 6 children back + thoughts on other year groups?</p>	<p>CP</p>	<p>We have weekly phone calls. If the parent has chosen to take a place and do not turn up, then we call daily. If they change their minds about attending then we take them off the list and revert to weekly calls – checking on completion of home learning tasks. We have a possible 8 more Y6 children next week following this week's calls. We have also said that they can bring in their siblings so that will increase the numbers in KS1 and LKS2 as well.</p>
<p>Has there been any consideration in the behaviour policy for what to do if any pupils make deliberate attempts to break safety measures (this is of course not a judgement on your pupils - I'm just aware that this has been a discussion for other KS2 settings in the mat)</p>	<p>SL</p>	<p>We would follow the behaviour/ positive handling policy from JMAT inform parents and deal with each incident in its individual context – the worst case scenario being, indicating to parents that their child would no longer be invited into school due to his/her behaviour.</p>



Working with JMAT / Academy Conversion

Questions	Gov	Response
Have we learned anything from the partial return one week earlier of JMAT schools?	EB	Central JMAT schools all opened on the 15 th June. All these schools have language barriers with parents and the decision was taken because we did not want to further confuse them by saying 8 th and then changing our minds (had the track and trace not been implemented successfully). This also gave us another week with the majority of staff in school, to prepare for the opening. This we feel helped to erase some anxieties with staff.
Reasons we're opening 15/6 when JMAT opening on 8 th ?	CP	
Academisation proceeding – what/how are consulting staff etc?	CP	The correspondence we have received gives a conversion date of 1 st September. We have asked for clarification on the pieces of work that need completing prior to this date. Due to the pandemic we are unable to hold face to face consultation meetings so it has been agreed with Rotherham LA that the staff will be consulted via email and then given an opportunity to ask questions to an HR advisor in school. The Trust is under taking a process of due diligence which includes the areas of; Governance,

		staffing, premises, academic and finance. It is not yet clear on the amount of top slice that will be taken during this financial year but we have included a full year's top slice into the budget. Academy budgets run September to August so from 1 st April – 31 st Aug 2021 we will be given an amount to bridge the gap in the different timescales of the two financial years.
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(photographs taken from the Central Area)

Finance

Questions	Gov	Response
Costs & have we bid for additional DfE funds?	CP	<p>RMBC finance have asked us to complete a spreadsheet detailing additional costs incurred during the pandemic. At this point there is no firm decision as to whether schools will be funded any monies paid out.</p> <p>As bills come in we are anticipating some small savings due the school's period of closure but as the vast majority of spending is staff costs we are not anticipating this to be significant.</p>

Staffing

Questions	Gov	Response
How many staff are working from home, and what proportion is that?	EB	We currently have 4 members of staff working from home 100% - including a job share. (These were the staff who were either shielding or had no child care in the first instance). Some members of staff are working part time at home and part time in school.
From 15th June when partial return begins, how many staff will be working in school looking after the 52 returnees?	EB	3 members of staff in each bubble for KS1/2 and two in each foundation bubble- total = 26 with 3 covering for days off. (see Bubble sheet)
How many staff are off sick at moment?	EB	2 members of staff are off ill with a high likelihood of being long term absences. We are working closely one has had an Occupational Health (remotely) interview.
Do we have team meetings with staff?	CP	We are currently meeting Phase leaders to disseminate messages and work to the colleagues in their teams. At the moment the Phase leaders are not included in the bubbles due to low numbers.
How confident are we that every teacher is confident/competent designing & using on-line teaching & learning? And what are we doing to uplift their skills, confidence? 	CP	The teachers have all completed the on-line learning that we have set during lockdown, making notes to add to their appraisal document. For staff who have not been able to access at home or who are less confident, we are planning CPD opportunities in school. Phase leaders are keeping a record to ensure everyone is included.


<p>Do you have any staff who are eligible to return (e.g not shielding/unwell) but are not currently back due to anxieties about either returning themselves or sending their own children back to school? If so what's in place to support that and is there a plan moving forward to get them back into work?</p>	<p>SL</p> <p>We have taken each case individually and worked with the member of staff accordingly. Whereby a member of staff has no child care we have ensured that their workload is sufficient enough for them to work from home or created a balance whereby they are working part home and part in school.</p> <p>The staff completed the staff survey which asked if they needed any support for their mental health. In response to this we have organised for all staff to have access to a well-being app provided by our staff insurance company SAS. This app provides access to a range of services including stress awareness sessions and counselling. We are encouraging staff to download this as it allows them to self-refer to services confidentially. We always have an open door to staff and are happy to listen and sign post to services as appropriate.</p> <p>We have liaised with our HR company to guide how we respond to staff who are struggling to return to work.</p>
<p>Have any staff taken part in the EPS programme and how is that going?</p>	<p>SL</p> <p>The Educational Psychology service sent out a series of training sessions entitled: TRAINING TO SUPPORT STAFF THROUGH THE COVID-19 CRISIS: BRINGING SAFETY AND HOPE. This training is being allocated to all staff to complete. Six staff have completed this so far and feedback has been very positive. It has been thought provoking for staff around their own well-being as well as considerations for how to support children on their return. I am happy to forward this on to any governor who would like to take part.</p>



Parents

Questions	Gov	Response
How are parents feeling/ thoughts? Have they expressed any concerns?	NR	<p>Once again we have been met with various comments and messages. Some are very keen for their children to return but the vast majority have said no and a strong no at this time.</p> <p>The parents who have come back to school are happy with the set up (underlined by all the children returning on Tuesday after their first day back on the 15th).</p>
How many parents will be able to use the parent app, what about those that can't or haven't got the technology?	EB	<p>We now have 32% coverage of children where the parents have downloaded the app. We will use the app to send out some messages/communication to ensure parents are used to receiving updates on it. Our next challenge is getting the other 68% to download the app. We have included simple instructions in the home learning packs, Martina (Parent Gov) has been very helpful in translating information for our Eastern European families.</p> <p>We will also be trying to get them to download the information for a cashless system soon so it is important we get them comfortable with accessing information and using online applications. We have been collecting e mail addresses from parents over the last couple of weeks so we can e mail as well as call.</p> <p>We have canvassed parent whether they have internet access and we are looking at what devices they have at home to use. We are drawing up a register of these parents so that we know the best way of contacting/communicating.</p>
Do we have zoom/team lessons & sessions for parents?	CP	We are currently planning some remote lessons that will be recorded and posted on the new web site or a JMAT learning platform. These can be aimed at both children and supporting parents with strategies and terminology in their children's learning
How can we use Involved Parents to promote remote/home-schooling + safe to return?	CP	We have invested a significant amount of time in setting up and promoting the Parent Hub app. We are hoping that our push on improving communication will help to get message to every home. The challenge of the number of first languages spoken and levels of literacy in English still remain a barrier.

Mental Health and Well Being / Recovery Curriculum

Questions	Gov	Response
Can we include reference to NHS Every Mind Matters site & put the link on school website for parents & staff system	CP	Yes we have added this.
<p>Indication of how Curriculum Plan has/is being adjusted e.g hand hygiene, helicopter arms</p> 	CP	<p>There will have been a significant impact on learning possibly for the vast majority of children. At this point in time it is unclear what the Govt plans are for the Autumn Term. A Headteacher meeting is being held on the 29th June for all JMAT Heads to discuss plans for September opening and an Autumn Term Recovery Curriculum.</p> <p>Our first priority on opening to a wider group of children was to plan and deliver a recovery curriculum to ensure children feel safe and secure and in a good place mentally so they are ready to learn (see below).</p> <p>Planning for the Recovery Curriculum – June 2020</p> <p>Following the Government and DFE Guidance in terms of the curriculum as schools move into the wider re-opening to more pupils, we have taken care to plan appropriate themes over the Summer Term. We planned an overview for the initial weeks for pupils returning and then a mind map created by an assistant head teacher to show how this could be used under the different areas of the curriculum. Phase leaders have then taken this planning and looked at the daily breakdown of lessons for those bubbles within their phases. The plans have quality texts at the heart of them – continuing with the focus on reading being the golden threads on which the curriculum is built. There is an emphasis on supporting the pupils return to school, understanding how to keep safe and establishing a sense of belonging to their new Tree family (or colour in FS) groups. We have planned time to discuss feelings, worries and also positives from the current situation as well as a week devoted to recognition of the everyday heroes we have all around us at the moment. The first two weeks have mental health and well-being as a clear focus in an engaging way to support pupils through this time. From the third week of pupils being in school we have continued with the planned curriculum coverage for Y1 and Y6 and adapted this accordingly. Throughout school as pupils return – there has been a heavy focus on basic skills – in reading and maths particularly. The recovery</p>

		<p>curriculum has also had a science focus across all groups in line with what we would have been teaching. Each week has had a question and appropriate theme which has guided the planning.</p> <p>References within DfE guidance:</p> <ul style="list-style-type: none"> • consideration of pupils' mental health and wellbeing • assessment of where pupils are in their learning in order to make any necessary adjustments to their curriculum over the coming weeks • prioritisation of high needs groups and support for those in transition years
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