PC meeting 25 January 2021

General information

- Weeks 1 and 2 all communication has been either sent out from the centre itself or from agreed templates schools were to personalise after meeting and agreeing approaches as a cluster. I am trying to update families either weekly or as we go with what is going on.
- We have staff on a rota system for the key worker and vulnerable (KW&V) children that means that one day a week the online learning will be overseen by the stage partner teacher.
- We have staff absence meaning that Donna Ogg is overseeing a class online learning.
- We are handing out devices where there is a need but we do need to keep some in school for the KW&V pupils.
- Teams has settled since day one. Week 1 was about getting children online, accessing their learning method, resolving IT and password issues, checking on wellbeing (pupil, parents and staff) and setting expectations. We know that there are parents who wish the teacher live from 9-3.15 and those who need to fit in learning around working from home - recorded lessons with online support meets the needs of both. EIS advice to staff is that live lessons are not a requirement and a choice. Staff are collaborating and sharing workload, recording, manning Teams, etc based around rotas and working from home with families themselves.
- We have phone lists for calls to check in on some families who have asked for some support.
- We are a reduced team in school on a rota basis so there may be times where the office is not manned (break or lunch) but we are picking up emails and messages.

Arrangements for Remote Learning

- It may be helpful to imagine Glow Teams much like a classroom setting.
- Tried to reassure families to do what you can – it is very tricky to pitch workload and learning to meet every family needs and expectations.
- Phone calls started this week to check in on some of our families, hear how you are getting on, see if we can help in any way and ask if you would like follow up calls. These have been positively received.
- Resources such as jotters, pencils, etc have been made available and collected from the office.

Arrangements for In School

- All key worker applications are being handled centrally - we do not see the applications or make the decisions. The aim is to minimise numbers in schools. The criteria at national level is that there is absolutely no one working from home or any other alternative childcare. Numbers are creeping up a bit (we have moved from 3 groups to 4 and the split has changed from P1, P2/3, P4, P567 due to numbers increasing at key stages) and places for KW children should only be where no parent can work from home.
- I tried to give details to assure families we have robust health and safety measured in place.

Opportunities

- Amazing sharing of things going on at home! There have been many wider achievements sent in to the extent Mrs Henderson is trying to see how to pull them together!
- We continue to try to do assemblies recorded and pulled together by Mrs Howard but all staff contributing to these.

- Seeing the creativity and digital skills of our learners grow.
- Building relationships with families through the phone calls we are making.
- Seeing the high levels of engagement – we are about to move onto new trackers to support this further.

Challenges

- Staff absence.
- Consistency of learning experience across all stages although we are meeting as a staff twice a week and have ongoing training and support to ensure this is as consistent as possible.
- Engaging with our children and families.
- Numbers from day to day significantly changing and impacting on rotas, planning, numbers and in school arrangements.
- Managing very different expectations – pupil, parent and staff.
- Picnic benches being built - the janitor was going to build them as a favour but it's a big job, he would need someone with him (in the current 2m distancing this has been a challenge) and he has health issues and is retiring shortly. We have not forgotten about them. My husband has had a look but building is not his forte! He did the allotment garden area and cementing back in the seating in the grounds. In discussion with Andy, we felt that given the current situation we can't get them built at the moment. When things improve, hopefully sometime soon, we can perhaps see what we can do to get some assistance to help with the building of the benches. Given the unknown nature of how things are going to pan out we can just play this one by ear.

Help

- There is an opportunity for children and parents to give feedback as to how things are going through Microsoft Form to gather views.
- We would like to investigate Bug Club for upper school but there is a cost implication. We have a staff member looking into this just now for costs.
- PC PSA support in giving us feedback or a heads up on what is working well as well as what is presenting you as a challenge at home. I can then address this with staff and send out in weekly update to hopefully address this before it becomes a bigger issue.