



- W/C 1/9/20 92.20%
- W/C 7/9/20 93.91%
- W/C 14/9/20 93.68%
- W/C 21/9/20 98.16%

Ditton Lodge in school arrangements

- Pupils in hubs of year group classes.
- Pupils do not mix between classes/hubs
- Staff remain with their hubs wherever possible
- Staff and pupils within hubs do not need to maintain social distancing (this is important as this would not be possible with year R and 1)
- Where staff move between hubs (e.g. for PPA) staff must maintain social distancing
- Staff maintain social distancing from each other (staggered breaks and lunch)
- Whole school assemblies held virtually using Google Meets twice a week
- Wrap around care has resumed with limited numbers and staff will maintain social distance from pupils. Pupils maintain play within their own classes/hubs with separate toys which are not shared across class groups.
 - Breakfast Club: Pupils are seated at separate tables and food is served to them
 - Discovery Club: Pupils are outside whenever possible
- Staggered start and end times
 - Year 6: Drop off 8:40am Pick up 3:05pm (pupils only-enter via the main school gate and line up outside the year 6 classroom)
 - Year 5: Drop off 8:45am Pick up 3:00pm (pupils only-enter via the main school gate and line up outside the year 5 classroom)
 - Year 4: Drop off 8:50am Pick up 2:55pm (enter via the main school gate and line up on the right hand side of the playground)
 - Year 3: Drop off 8:50am Pick up 2:55pm (enter via the main school gate and line up on the left hand side of the playground)
 - Year 2: Drop off 8:55am Pick up 2:50pm (enter via the main school gate and line up on the right hand side of the playground)
 - Year 1: Drop off 8:55am Pick up 2:50pm (enter via the main school gate and line up on the left hand side of the playground)
 - Reception: Drop off 9:00am Pick up 2:45pm (enter via the main school gate and line up on the the upper playground in front of the new hall)
- Staggered break and lunch times (these have changed after 3 weeks so that yr5/6 are not always last into lunch)
- PE has been blocked so that equipment is not shared between hubs
- Pupils come in to school wearing PE kit on their PE days to reduce risk by not changing in school
- Play equipment remains within hubs and not shared between hubs
- Galleon play equipment is timetabled and cleaned each day
- Hand hygiene has continued to be timetabled into the day
- Respiratory hygiene is followed: Catch it, bin it, kill it
- Increased cleaning continues including midday clean of all high traffic areas: pupils' desks, door handles, toilets, hand rails

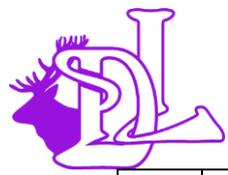
Remote working strategy

We have written a remote working strategy to ensure that teaching and learning can continue in the event of partial or whole school closure. A survey has been sent out to all families to be able to accurately identify which devices and internet connectivity each pupil has at home. This will allow us to be able to effectively use resources to support home learning.

Results from Survey from staff and families: June/July

Families' results show:

- Strong communication from school
- Clear decision making from SLT
- Very little bullying
- Concern about progress
- Concern about friendships
- Concern about anxiety



- Feelings of little input into school's responses to COVID19

Top 5 questions

1. As far as you know, has your child been bullied online this term? (Positive = not bullied)

4.9

2. How often has your child's school contacted you this term?

4.5

3. How clear to you are the decisions made by the school management in response to Covid-19 disruption?

4.4

4. How clear has the communication from the school been this term?

4.4

5. How easy or difficult has it been to contact the school if needed?

4.3

- Requirement of families to support home learning/explain tasks

Staff results show:

- No bullying/abuse from parents
- Ease of contacting SLT
- Clear expectations from SLT
- Feeling appreciated by SLT
- Acquisition of new skills which can be used this term

Bottom 5 questions

1. How confident have you felt about your child making progress this term?

3

2. How well has your child managed to keep in touch with friends and classmates this term?

2.8

3. How involved in shaping the school's response to Covid-19 do you feel?

2.5

4. How often have you seen your child being anxious or stressed this term?

2.3

5. How often have you had to explain your child the tasks given by the school?

2

- Concerns about pupils' requirement of additional catch up
- Concerns about technical issues disrupting work
- Difficulties with giving low attaining pupils individual support
- Concerns of a widening difference in the attainment of the most and least able



Safeguarding

Top 5 questions

1. Have you faced any digital abuse from pupils or parents?

5

2. How easy or difficult has it been to contact the school leadership, if needed?

4.8

3. How clear are the expectations of your work from the school leadership?

4.8

4. If you have been using new learning tools, how likely do you feel you would be to use them after this disruption is over?

4.6

5. How appreciated by school leaders have you felt for your work this term?

4.5

The risk assessment has been updated during the past few weeks to reflect the changing national and local picture. See latest risk assessment in folder.

As a school we have continued to receive Safeguarding information from Cambridgeshire and USP. All staff have received updated Safeguarding training, Prevent training and GDPR training. We have updated our Safeguarding policy and Child Protection procedures which are shared on our website.

We have continued to work with Cambridgeshire and USP using a Safeguarding Checklist to ensure our Safeguarding procedures are current and fit for this new academic year in response to further whole school opening and the changes to Keeping Children Safe in Education (KCSiE) September 2020.

Vulnerable families continue to be supported though:

- Sharing of support for any family involved in racing through Racing Welfare
- Liaison with professional: Family workers working with specific families

Bottom 5 questions

1. How many of your pupils will require additional support to catch up with learning?

2.7

2. How often have technical issues disrupted your work?

2.7

3. How easy or difficult has it been to support pupils who already had low attainment?

2.2

4. How easy or difficult has it been to give pupils individual learning support this term?

2.2

5. How do you perceive the differences in attainment between more and less able pupils changing?

1.4



- New Cambs. family worker Michelle West
- Provision of Tesco Vouchers (£2.30 a day) for any pupil in receipt of benefit related Free School meals who is isolating.
- Meet the headteacher and meet the teacher events held live on Zoom and recorded and sent to all families
- Regular communication with families: weekly letters from the headteacher, weekly newsletter, regular updates on Google Classroom from class teachers and regular Tweets.

Wellbeing

Pupil wellbeing

- All staff have undertaken Trauma Training to ensure consistent approach to supporting pupils
- New Relationships and Behaviour policy

Staff wellbeing

- Support from OM Health and wellbeing for staff including 1:1 sessions for staff
- Employee assistance programme
- SAS wellbeing: App, phone support and counselling
- Weekly Staff meeting

Family wellbeing

- Updated information for parents from Emotional Health and Wellbeing Service
- Bereavement support from ELSA
- Access to Michelle West, Cambridgeshire Family Worker

Business Continuity Plan

See Business Continuity Plan in folder

Curriculum Provision and continuity planning

First two weeks of term were dedicated to engaging in Getting Along Together SFA activities:

- Cooperative Learning
- Learning Expectations
- Conflict resolution
- PSHE
- Wellbeing
- Behaviour for learning
- Modelling learning in the classroom

In order to identify any gaps in learning, all pupils are being assessed through a mixture of teacher assessment and written assessments

These diagnostic assessments then inform teacher planning to ensure that pupils are taught where they are at this time. This is through high quality first whole class teaching, small group intervention and 1:1 intervention. SFA is being taught within class hubs. As there are two members of staff in a class, classes are being split to enable some more tailored teaching. Kim is working with a Literacy specialist Lauren Meadows at developing the writing element of SFA to ensure it has the same impact with our pupils' writing as it does their reading. We are excited with the link of the SFA learning behaviours (linked to our Relationships and Behaviour policy) and how these cooperative behaviours promote oracy and use of vocabulary. Reception class have continued to use the SFA Kinder Corner which they started using in June. The teaching will have an emphasis on talking and oracy. We have started Nuffield Early Language Intervention to support early literacy of our most vulnerable pupils in Reception. The cohort of pupils has a higher level of EAL pupils as well as the fact that they have not had the same offer of pre-schooling since March, therefore we have put in provision for supporting the improvement of spoken language ability. We are continuing to develop the maths curriculum through the use of White Rose maths which we used to support home learning. We are following the White Rose maths scheme as they have adapted their scheme in response to Covid-19. The first 3 weeks of teaching involved revisiting and building on prior learning to ensure pupils have the firm mathematical foundation before moving on to new learning. White Rose maths is also part of our continuity planning as in the event of another lockdown or in the event of the closure of a hub, we will be able to seamlessly use while rose on line home learning videos and teaching materials so that pupils will not lose momentum.

Development of the USP Curriculum is continuing. As a staff we took part in CPD at the beginning of the term looking at how Alex Bedford has been continuing to develop the USP



	<p>Foundation Curriculum. We looked at the essential elements for core knowledge to ensure that time is given to all subjects but also to supporting wellbeing through weekly PSHE. This curriculum will further develop as from January we will introduce a deeper teaching of vocabulary and develops it even further with clear guidance on the teaching of not just subject specific tier 3 vocabulary but tier 2 vocabulary which is not used in everyday speech and the etymology of words as well as the use of idioms within language. The linking of this vocabulary alongside a greater opportunity for extended writing within the foundation subjects: History, Geography and Science is a powerful next step for our pupils.</p> <p>Performance Management All staff have or are undergoing Performance management meetings last week and this week. Stephen Astley and CS undertook by Performance management meeting last Thursday where CS was able to have a socially distanced tour of the school to see the work that we are doing in school and how the elements of the risk assessment are put in practice.</p> <p>SP Tutors As a school, we are joining with other schools in the work of SP Tutors which is part of the government's national tutoring programme. We will be able to access tutors (my hope is to use existing Ditton Lodge staff) to be able to target our most vulnerable pupils. Through this programme, we will be able to only pay for 25% of tutoring cost as the government will pay the remaining 75%. This equates to 15 hours of tutoring (for 3 pupils) costing just £190. So far three embers of staff have taken part in the training. https://www.unitysp.co.uk/sp-tutors-national-tutoring-programme/ Thank you, Governing Body, for your continued balance of challenge and support. This has been an unusual and at times utterly exhausting, start to the academic year but I am proud to be Headteacher at Ditton Lodge. I greatly appreciate the support from USP, especially Stephen Astley, and my colleagues, especially Sheena, Kim and Amanda- who continue to be the most fabulous SLT. I am extremely proud of all of our staff and how they tirelessly give of themselves each day. This is a strong staff to start the new academic year with and I am excited about the year ahead. The children will always be the reason I get up in the morning and do all that I do. I will continue to strive to ensure they continue to receive 7 years of excellence during their time at Ditton Lodge.</p>	
B3	<p>Pupil premium and Sports Premium</p> <ul style="list-style-type: none"> • Reports have been published on the school's website. 	
B4	<p>Catch-up Funding 80 per child to support catch up learning. Intervention in school also virtual interventions. Easy read phonics based approach to reading; continue to use Motional well-being looking at specific requirements; Pixl diagnostic tests for specific gaps in knowledge and learning.</p>	
B7	<p>Performance Management Provision has been made for all staff to attend performance management. MM took part in a successful performance management last week.</p>	
B8	<p>Reports and Policies No report from working groups The Trust RSE Policy was noted.</p>	
B9	<p>The GB received a presentation from CEO, Tim Coulson on the Trust focus and implications for the coming year.</p>	
B10	<p>The scheme of delegation 2020/21 was received. The revised Handbook for Local Governance was received.</p>	
	<p><u>SECTION C: FINANCE, HR AND PREMISES</u></p>	
C1	<p>Budgetary Monitoring Report</p> <ul style="list-style-type: none"> • We are currently in the process of year end. Final figures are not available to date. • August budgetary management report was discussed which predicted a year end reserve of around £20,000. 	
C2	<p>Budget setting Draft budget setting will begin towards the end of the year. Ditton Lodge's budget approval meeting is set for Tuesday 16th March 2021.</p>	
C3	<p>Health & Safety/Premises/HR Issues</p> <ol style="list-style-type: none"> 1. Plans being drawn up for potential library 	



	<p>2. Toilet refurbishment during autumn half term</p> <p>3. JG, health and safety governor, to meet with SD to carry out inspection of school</p>							
<u>SECTION D: GOVERNING BODY ORGANISATION & ADMIN</u>								
D1	<p>Local Governing Body Membership</p> <ul style="list-style-type: none"> To report any changes in membership since the last meeting – New Trust governor To consider filling any vacancies on the Local Governing Body parent governor To review committee membership – no changes to current structure. 	SD to action parent governor election						
D2	<p>Website Update</p> <p>Regular reviews by SD and CS for compliance. Trust Safeguarding Office, Steve Watts reviews annually as part of Safeguarding Audit (due October 2020).</p>							
D3	<p>GIAS (Get Information About Schools) – SD responsible for compliance.</p>							
D4	<p>Governor Monitoring, training and development</p> <ul style="list-style-type: none"> To appoint governors to monitoring roles, for example, Safeguarding, CIC pupils, SEND, Health and Safety – no changes to current configuration. To consider appointing a governor with responsibility for Workload and Wellbeing in line with latest DFE guidance. KC and JG to take on as a dual role. To agree a programme of monitoring visits linked to the SDP (or equivalent) for 2020 – liaison with MM in the first instance. To confirm any requirements for Safeguarding Training for governors (including Prevent and Safer Recruitment). To be confirmed. To receive and note the new USP Training Programme for 2020/21 – Received and noted. To agree a time frame for completion of the USP Skills Audit (if not completed in 2019/20) - completed. To note the latest edition of the Governor Headlines (which now contains The Knowledge) and any specific items of interest - see Governor Hub for further information. To note the date of the USP Governors Conference – Saturday 17th October 10.00am – 1.00pm: To be held virtually. – Booking via Governor Hub. 							
<u>SECTION E: CLOSE OF BUSINESS</u>								
E1	<p>Any other business</p> <p>None.</p>							
E2	<p>Impact</p> <ul style="list-style-type: none"> Welcome new governor Abe with his valuable contribution to curriculum expertise Thanks to MM and the school for their enormous effort to document and assess it's position during this challenging time. Although we are still in unprecedented times the school continues with the best approaches of how to communicate with parents children plus delivering the finest possible learning whilst pushing the drive for excellence. Staff are pro-active in their planning for remote teaching and using the catch-up funding. Examples of good work to be sent to ABe good work. Governors will be invited to a remote review session. 	ABe to set up session						
E3	<p>Date of next meetings</p> <table border="1" style="width: 100%;"> <tr> <td>08 12 2020</td> <td>02 02 2021</td> </tr> <tr> <td>23 03 2021</td> <td>11 05 2021</td> </tr> <tr> <td>06 07 2021</td> <td></td> </tr> </table>	08 12 2020	02 02 2021	23 03 2021	11 05 2021	06 07 2021		
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CS thanked everyone for attending and closed the meeting closed at 19:48 hour