



Fleet Primary School

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Headteacher: Don McGibbon



Governor Visit Report

Area of focus for visit:	Covid	Link Governors:	Osob Abdi and Kim Issroff
Date of meeting:	1st February 2021	Link Staff Member and role:	Don M^cGibbon - Headteacher

Context:

The Covid pandemic caused the closure of schools from March 23rd 2020 up until the gradual return of limited numbers of pupils from June 2020. During that period school moved to a 'remote learning' model. Prior to the summer when children returned they were in limited size bubbles before a return in September 2020 of all pupils.

This return also had restrictions and school developed a risk assessment to do this safely for the children, families and staff in line with guidance from the DfE and Public Health. The Autumn term under these conditions was interrupted for many children and in some cases whole classes due to the need to isolate if they or a close contact tested positive for Covid-19.

From the beginning of the Spring Term, January 2021, we are one again in a lockdown situation with schools again closed and moved to 'remote learning' for all children except the children of key workers and those deemed vulnerable who are able to come in to school and access childcare.

The link governors met with the head teacher to discuss the Covid pandemic and the implications past and present for school. The meeting took place virtually in line with Covid restrictions and covered many areas as laid out in the report below.

Meeting Report:

1. Risk assessment

- The current risk assessment is based on the school being only open for key workers children and vulnerable children. We also have a risk assessment for when we are open.
- Both risk assessments have been signed off by the Chair of Governors and sent to Camden.
- The current risk assessment now requires adult visitors to wear a mask. It states the number of children who can be in school and we currently have 3 bubbles.
- The risk assessment was consulted on with all staff including the union representative.
- We do not yet know what the return to school will look like but given our experience of last year, we feel we have the flexibility and experience to manage this.

2. Communication with parents: attendance and covid guidance

- There is an update letter every week to parents and more frequently if necessary. This includes any changes to the home learning policy and provision. There is also the weekly newsletter.

- In terms of attendance, the daily zoom lesson is used to monitor attendance as well as introduce the days tasks. A teaching assistant will chase up children who do not attend as well as phoning daily.
- There are also class specific letters that are sent home using the app.
- Other information is sent to specific groups for examples families on FSM.
- Where there are language issues, we use TA/teachers who have the relevant language to communicate. Sometimes we ask other parents or older siblings to help out.

3. Bubbles and beginning and end of day

- Currently there is no staggering of the beginning and end of the day and there is only one entrance. There is a soft start (8.30-9) and a soft end to the day.
- The three bubbles in the school are currently kept separated when in class and when playing and arriving and leaving.

4. Vigilance and cleaning

- Staff and children are not using as many spaces in the school and we are therefore using the additional cleaner time to deep clean other parts of the school.
- We have enough cleaning materials, PPE and other resources. The cost of these is minor compared to the staff cover costs and adapting the school to the new circumstances.

5. Home learning

- Monday to Thursday there are morning zoom sessions for years 1-6 with longer sessions for years 5 and 6. Teachers take the register and set up the day, explain the work children need to do and address misconceptions. The day's work always includes a maths and English task.
- The work used to be found on the website and the school is now moving over to Seesaw which has significant advantages as it streamlines the processes of children submitting their work. The teachers can leave voice messages attached to the work so there is more instantaneous feedback. Children like to hear their teachers' voices.
- Seesaw is updated daily and parents/children will hopefully find this less daunting than receiving everything for the week in one big batch.
- There should be 3-4 hours of work. Staff try to make sure this is a mixture of things and not just screen time. Some children prefer writing to typing and they can take a photo and upload it to the teacher.
- All families now have a device and we are now trying to increase provision to families who have more than one child so that there is one device per child. We are trying to ensure younger children have ipads and older ones have laptops.
- We have a remote learning protocol which explains what we are doing now. There is one on the website that explains what we do if a child is isolating or a bubble has to be sent home. This is called Remote Education Provision document.

6. Curriculum adaptations

- We are still doing our topics but obviously there are some things that are not happening, for example, visits. Teachers are looking for virtual visits and virtual experiments to create similar experiences to those that would happen at school. In line with their topic, Year 2 sent home a pack with seeds and bags for the children to try to germinate their seeds in

freezer bags. This was supported with an instruction video from the teacher as part of the week's science task. Another class received magnets in the post from school for their science experiment to be done from home. The year 6 class teacher has done simulated circuits during the zoom sessions to demonstrate what the children's predictions from home had been allowing her to carry out the experiment, that children wouldn't have the resources for, to see.

7. Communication with parents: parents meetings etc

- Parent meetings will be planned when we know what is happening after half term. Last term there were two phone based parents meetings. The next one is unlikely to be face to face, but may involve zoom. However, there are significant logistical challenges.
- There is currently at least weekly contact with the teacher (and daily with some families) as well as daily TA contact which means that parents may know more about their children's progress than they did before.

8. Staff wellbeing and absence

- This is tough. We had arranged for an INSET day around parent wellbeing and this continued for teachers and will now happen for support staff.
- We have reminded staff about the local authority support for mental health. There are weekly check ins with staff and there has been extra support put in place for some members of staff where senior leaders do some of their work in order to give them a break.
- Staff also have issues around health and caring responsibilities at home. Parents are very helpful and understanding.
- It is children's mental health this week and we have provided parents with resources to help them support their children as well as regular wellbeing advice in the newsletter.
- Most of our staff are working from home except for Don and Becca and the support staff who are working with bubbles of children in school. However, there are issues around ensuring all staff continue to contribute to the children's provision. There are also complex issues around staff who are vulnerable and pregnant staff.
- We discussed the positive things that will come out of this. Some children have developed independent learning skills, significant IT skills and have thrived.

Written By: Kim Issroff

Date Written: 1st February 2021