

**Friends of Askes College Society PTA (Hatcham) (Years 7 to 13)**  
**Minutes of Friends meeting**  
**Tuesday 26 January 2021 at 7pm**

**Online Meeting – via zoom**

Present (virtually):

Liz Dekker (Co-chair), Naomi Davis (minutes), Mr Kemp (Vice Principal Learning and Progress), Ms Brickell (Director of Inclusion)

95 parents online

Welcome from Liz. Friends hold forums on issues chosen by parents and invite senior staff to present on the topic and answer questions.

**Forum Meeting on Student Wellbeing**

Mr Kemp (Vice Principal Learning and Progress) and Miss Brickell (Director of Inclusion) gave a short talk about the current challenges students face, the provisions made to support student wellbeing and what we, as parents and carers, can do to help our children at home.

Key areas:

1. Behaviour challenges
2. Positive Language
3. Welfare & Safeguarding
4. Online classroom
5. At home

**Current context:** The previous bubbles were meant to be changed in January at the Jerningham site – school wanted to move children around the 3 bubble areas to give equity of experience different parts of site especially Year 7. Some year 7 haven't had any experience of the Maths/Science block. This didn't happen due to this new lockdown. School is still waiting for confirmation of when students will return – there will still be the rule on face coverings in communal areas and the next challenge for the school is rolling out mass testing. Consent important for the lateral flow testing – staff are being trained up to administer. Waiting for confirmation from government on way it will be done/how often.

1. **Behaviour** – maintaining bubbles was a challenging for some students. Line up in the morning, after break, after lunch, dismissal helped to move students safely and set a standard for what was expected when children went into buildings and started lessons.
2. **Positive language** – Reaching for the Stars – Students are awarded Reach Points (they get these via postcards, text messages, emails) in response to positive behaviour. There has been a big push on this in school which has continued now learning is online. Last year there was a 31% increase in use of positive points. Ms Nevins (Behaviour and Pastoral) has taken ownership of this. Each student starts with 0 at the beginning of each week so all students are on a

level playing field. Reach points are awarded by teachers and librarians, LSA, admin team and outside agencies working with children

### 3. **Welfare and safeguarding –**

**Safeguarding** – there are concerns around an increase in issues with schools being closed. School has been dealing with many issues for a long time and were conscious that they needed to be prepared for an increase. School are using CPOMS (Child Protection Online Management System) – if staff have concern they log it on this system. Safeguarding team immediately get notification. Has enabled quicker response and ability to access records. Child protection concerns – threefold increase on last year. 114 concerns this year so far.

How concerns are flagged up varies – some students come forward themselves – via form tutor/head of year – students feel confident to raise concern with teacher. Other route is through staff observing changes in mood/behaviour/what students say or write in work. Or if young people are not in lessons. School much prefer staff to raise issue even if when it is investigated there isn't actually a concern. Sometimes parents/carers contact the school eg worried about mood of their child.

PSHE time focuses on mental wellbeing – identifying positive mental wellbeing but also own issues of concern – talking more about issues hopefully gives students a safe space to raise concerns.

**Welfare team** – 3 members of staff. For initial safeguarding there is a duty safeguarding rota therefore a clear first point of contact, enables staff to act quickly. Team works closely with children and families and with external organisations eg Compass – young people with Mental Health needs. Students receive both 1-2-1 services and groups. Pastoral team also work with Welfare team.

Ongoing support varies depending on need; some have had fortnightly or weekly support depending on need. Team continue to provide this remotely with students and family on the phone. Looking more at preventative initiatives eg self-esteem work with Year 7 (on hold at the moment).

All staff have to complete safeguarding training – so that every member of staff can be a safeguarding lead. Sometimes they make CAMHS (Child and Adolescent Mental Health Services) referrals/Social Services. Staff also have base level of competency in mental well-being – Young Minds talked to all staff about the issues they are facing, how to spot these and initial ways for staff to respond.

**Pastoral system** - Because of bubbles usual pastoral system has not been possible for form tutors, so PSHE programme and assemblies are now delivered by the teacher who teaches them in period 1 or 6. Students will also have a Pastoral tutor (each Pastoral tutor is assigned 30 students). All families should be having contact – tutors checking in every 3 weeks.

4. **Online Classroom** - Provision for this lockdown is better than the previous one – school are using Microsoft teams – but big challenge as students require laptop and not just a phone. School have supplied 140 laptops (from Federation, government supplies and some donated by families – re-imaging these computers to continue to send these out where needed). Still a number of families/students on the waiting list ie where laptops have broken or realising phones not sufficient. School working hard to get more laptops. It is an increasing challenge at the moment. **(Tip from a parent – Network Rail scheme for Laptops).**

**Any questions about laptops – email Mr Kemp: [m.kemp@haaf.org.uk](mailto:m.kemp@haaf.org.uk)**

**Also any Key worker/vulnerable children provision – email Mr Kemp – need a letter from employer or ID badge – currently 27 children in so there is space**

It is important to continue curriculum provision – there is a worry about large gap between students. Mr Gardner (Vice Principal Curriculum and Assessment) is writing to families about what curriculum will look like moving forward. Some subjects have had to shift significantly eg PE, Art and Design - steep learning curve.

School using Microsoft Teams – One Note, Office 365, Satchel 1 all part of the same package. Using Satchel to set work/homework/catch up on work missed.

5. **At home** - Mr Kemp writing a letter to parents about to survey parents on how it is working so far – he will include Head of Year details as not currently in the staff handbook.

Other staff contacts are here from page 15:

[https://www.habshatcham.org.uk/docs/HATCHAM\\_HANDBOOK\\_2020-2021\\_\\_1\\_.pdf](https://www.habshatcham.org.uk/docs/HATCHAM_HANDBOOK_2020-2021__1_.pdf)

Important to report absence or students needing to miss classes:  
[hatchamattendance@haaf.org.uk](mailto:hatchamattendance@haaf.org.uk)

Mr Kemp and Ms Brickell then answered questions from parents:

**PE/physical activity/time away from screens:**

*What are the school's plans for remote provision of PE lessons?*

*As we all know being active is really important for well being as our kids' life styles are increasingly sedative in front of a screen, so would be keen for the school to develop some fun active sessions/activities that work in lockdown. Andrea Geipel (Year 8 mum)*

*Is there a way that lessons can end on time and leave enough time for the students to get up and stretch as they would when walking between classes in normal times? I find that lessons run over on a regular basis for my Year 10, cutting into what are already pretty short break times.*

*Whilst I totally commend the schools commitment to children doing all of the lessons*

*remotely that they would normally do, this has resulted in a them sitting, often passively, in front of a screen for most of the day. Given children are likely to be at home for the rest of the term and in light of growing concern about the effect of increased screen time on their mental and emotional development, eyesight and sleep, is there any possibility for more interactive learning, and more learning away from the screen?*

<https://www.theguardian.com/world/2021/jan/22/children-health-screen-times-covid-crisis-sleep-eyesight-problems-digital-devices>

*I have two questions for the Q&A both relating to physical activity:*

*There isn't time at lunch to both go outside and make/eat lunch. How about if the school day starts 15 minutes earlier and the lunchbreak could be 15 minutes longer?*

*What could school do to encourage physical activity given that most students are doing a lot less? For example could they really emphasise and make practical suggestions to the children, could they run some kind of competition using Strava type app to incentivise the students to go out for walks/run/bike ride? Helen Adams*

*Currently there is under an hour break for lunch, this isn't enough time to get children out in the air to exercise and be away from screens. Not everyone has big gardens and house and for those that don't a park visit is almost essential to mental health. I would ask that you review the lunch break and provide an hour, with a suggestion to perhaps simply finish the school day at 3.30 to accommodate. It is especially hard in these winter months when it is dark by 4pm, and for working parents the day ends at 5pm and later. Lunchtime is optimal for getting them out. Lu Bowan*

It has been a challenge for staff - how do we go from running in fields to remote teaching? Staff are now starting to produce department videos eg workout for legs/torso. Videos allow students to watch outside of allotted PE lesson time as it is a double lesson. Teachers are still online during lesson time to answer questions, but flexibility allows students to go outside to do the videos/exercises. There should also be a menu of activities based on what they've watched.

Year 7 Mr Sampson (Head of Year 7) does a live workout one morning each week.

***Some parents asked if it would be possible for year groups other than Year 7 to have live work outs on a regular basis.***

**If parents have feedback on the current timetable please let school know in the parent survey** eg do we push back some lessons by 5/10 minutes so students can go get a drink (Period 2,4,6) etc? Mirroring breaktime and lunch – if add extra time we lose curriculum time so need to think carefully. We have not dropped any subjects as school believes a rich curriculum is important. If we cut lessons by 5 minutes it could give more flexibility in the day?

#### **Pastoral care:**

*It is my understanding that the pastoral care at the school is driven via form tutors.*

*However, in the autumn term, I noted that there was no contact between my children and their form tutor - in fact, my Y7 boy doesn't remember ever meeting his tutor.*

*Can the leadership team discuss how pastoral care will be strengthened during home*

*learning, and then what changes will be brought in to build on those relationships once in person schooling resumes? Ben Robb*

Role of form tutor is different in covid times. Normally they are the first point of contact, but with the staggered year group starts (when students were in school) – it wasn't possible to have same person to do form time each day. But important to keep systems in place to aid pastoral care eg Principal's assemble Weds, PSHE, reflection time in form time.

Each student still has a Pastoral tutor who is the one who does check in – eg email/phone call every 3 weeks. Where possible people have had the same pastoral teacher as previous year, so it is someone they know. When the situation changes the plan is to revert back to having the pastoral tutor lead the form time each day as we know consistent face each day is important. We've also emphasised to all staff that we all play a pastoral role in supporting our students.

### **Performance feedback:**

*For my Y8 daughter, I have seen no results of any assessments, or feedback on performance, since her initial report nearly 15 months ago. We have had no parents' evenings since the in person one over a year ago. For my Y7 son, I have had no assessment results or any feedback of any kind on the level he is performing at or what the school is expecting (especially since SATs were cancelled for Y6 last year). Parents evenings have also been delayed.*

*Whilst I understand the pressures that the pandemic has brought, I do feel like I have no idea how my children are coping with the disruption from an academic point of view. Can the leadership team provide assurances that they will provide at least some feedback during this half term, for all students? Ben Robb*

*There is very little feedback on the work that the children are submitting which means they aren't getting the affirmation they would normally get. Some teachers are still giving out credits but that seems to have mostly dried up.*

*When children are submitting work are the teachers about to ensure that they comment or acknowledge it? This is valuable feedback and interaction which helps them feel the value of working hard. Otherwise it can be a bit demoralising. Lu Bowan*

Usual assessment programme has been halted – we are looking at what assessment can be like in an online world. School is trialling 'learning checkers' online with Key Stage 3 – using Microsoft Form before Half Term. The students will then be given a percentage rather than the usual 7.1 7.2 etc. For Key Stage 4 the 'learning checkers' will be after half term.

How Year 11/13 will be assessed is currently being decided – looking at how teacher assessment will form work for the Centre Assessed grades at the end of year.

Learning checkers are to see how children are doing individually, to look if curriculum is being covered as needed – are there large gaps? Do staff need to be review or go back over learning? Online checkers are not rigid like exams but important to understand where children are in terms of progress.

If internet connection is lost during assessments – students should email teacher and will be understanding.

In previous lockdown students were writing in books/paper, student then had to upload to get feedback. Now One-note allows students to type on computer/app in order to get real time feedback. Microsoft forms is another core function – moving into longer style questions for students to fill out. Staff should be replying to emails and giving out Reach Points. School is making sure Head of Departments are looking at what works for their subjects.

We are ensuring that students who get support from an LSA still get that and at how best to facilitate this. In Microsoft teams you can have a sub channel so LSAs have specific groups (other students totally unaware that this happens). LSAs have access to the one-note and can help add comments and support the students.

Regular assignments through teams – include open question – eg Year 11s they had to improve on their answers in the chat. Can comment on One-note for this. Encourage students to unmute themselves and to say goodbye when they are leaving.

Teachers having to adapt to feedback (usually see faces can tell if student understands) – looked at from lockdown 1 – work on show my homework wasn't always commented on. Microsoft forms more direct/bespoke. Important to maintain this. **Will pass back parents' concerns about feedback to Ms Solani.**

Parents evening will take place – 4.30-7pm (extended time to free up more allocation to book appointments):

**Year 7 10<sup>th</sup> Feb**

**Year 8 24<sup>th</sup> Feb**

**Year 9 10<sup>th</sup> March**

**Year 10 24<sup>th</sup> March**

Year 11-13 parents' evenings have taken place. Any further questions you have or if you missed the parents' evening do contact your child's teacher/pastoral teacher. There is an evening **3<sup>rd</sup> March** focussed on achieving Grade 9 – school are reviewing how this might be adapted and will update parents. Pilot lessons for Year 11 – if particular subject interested in contact Mr Zeglum [s.zeglam@haaf.org.uk](mailto:s.zeglam@haaf.org.uk) or Emma Fearnely [e.fearnley@haaf.org.uk](mailto:e.fearnley@haaf.org.uk)

**Any feedback on the online parents' evening process would be appreciated – if successful or not.**

You can book for parents' evening via this link:

<https://hahc2.schoolcloud.co.uk/>

***Parent question about knowledge organisers and how to get them:***

Knowledge organisers – to assist students with the curriculum. Students will have 6 knowledge organisers (one for each half term) – these have been posted out to every student. **If you haven't received the knowledge organisers (there are some postal issues in SE4) contact Mr Gardner: [N.Gardner@haaf.org.uk](mailto:N.Gardner@haaf.org.uk)**

Also available online:

<https://www.habshatcham.org.uk/Knowledge-Organisers/>

***Parent question about 6<sup>th</sup> Form entry if students does not get the grades they had hoped for:***

6<sup>th</sup> Form – because school know a student already they will look at individual case if they didn't achieve their grades. Speak to see if they will be able to cope with the course. They will have had mock exams – staff will look at range of evidence to support what students are awarded. Need confirmation from Ofqual what will need to be included. Students will be given predicted grades to make 6<sup>th</sup> form applications. Lots of colleges will be open to conversations.

***Parent question about how they know if child is submitting work:***

If children not submitting work/attending lessons staff will contact parents.

**Homework:** *With the current DFE slant on mental health and well being, why are you continuing to set homework when there is already an issue with screen time and transitioning to online learning. You are the only secondary school that I am aware of which is setting KS3 homework. It is adding pressure and anxiety which I think needs reviewing. It is very conflicting with the well being message. We aren't operating as normal and we shouldn't try to maintain the same expectations across the board. Lu Bowan*

Other parents agreed it was too much screen time/allowed for little downtime. **Mr Kemp will take this back to Mr Gardner to discuss how best to approach homework.**

**Keep staff informed if student is overwhelmed or if feel there is too little work etc – if you need to state if child will not do pieces of work because it is too much.**

**Cameras on/social interaction:** *Why do some teachers show themselves on teams and others don't (most) - it would really help the children see a face at some point during the lesson to maintain a sense of human connection? Lou Bowan*

*My question is around socialising. I've noticed that there is no talking to each other for the pupils and therefore no socialising amongst themselves. Would it be possible to set five minutes aside for children to communicate to each other/joke/draw them in with something fun or warm?*

Cameras going on – there may be some safeguarding concerns eg people being able to look into rooms, in 6<sup>th</sup> form it might be easier. It is difficult to teach to a blank

screen – school are reviewing this. Perhaps there could be a section at beginning of lesson? There are engagement checkers – Microsoft forms/one note – staff are not naive and know some students will log into lesson but be on xbox etc. In Core lessons (Maths, English, Science) there are 2 teachers – 1 to deliver lesson other to engage with students eg make phone call to those not attending, messaging to check they are involved.

When all cameras on at once it slows down the lesson as not everyone has high performing device.

Mixture of teachers having camera on. Sometimes camera doesn't automatically come back on after teacher has shared their screen or use visualiser, and teacher may not be aware of this.

***Liz thanked Mr Kemp and Ms Brickell for their time and information. Many parents thanked staff at school for their hard work at this challenging time.***

### **Main Friends meeting**

#### **Agenda:**

#### **Fundraising**

Liz talking to Ms Solani about raising money for school and how this might be done.

Friends agreed to fund visualisers for staff – allows to give feedback, camera that showcases work eg teacher does the maths activity with the students in real time – in class teachers can use for students to go and do self-moderation/evaluation of work in real time.

Friends also agreed to fund basketball hoops for the new basketball court on Pepys site

There are other items that Friends may fund and are in discussion with the school about this.

***Easyfundraising***– great way to fundraise whilst online shopping whilst we can't hold events. Looking into other ways too.

[https://www.easyfundraising.org.uk/causes/friends-of-askespta/?utm\\_campaign=raise-more&utm\\_content=cpl](https://www.easyfundraising.org.uk/causes/friends-of-askespta/?utm_campaign=raise-more&utm_content=cpl)

#### **Future forum topics:**

Any more topics to talk about at future meetings let us know – email

[friends.asks@gmail.com](mailto:friends.asks@gmail.com)

#### **AGM -**

We will need to sign off the new constitution – we want to change name to *Friends of Aske Hatcham PTA* to make it specific to our school. Once these are finalised, we will be able to set up online banking/paypal etc.

#### **Next meeting:**

**AGM Tuesday 2 March 7pm**