Mission Statement: *Inspiring learning, developing character, building futures*

MINUTES OF THE MEETING OF
THE STANDARDS BOARD OF BLACKPOOL SIXTH FORM COLLEGE

Date: **Tuesday 5ᵗʰ May 2020**

Papers sent to the following for consideration
Directors who responded to the papers have been highlighted for recording purposes
Mr C Simkins OBE (Chair)
Ms J Gray (Principal)
Ms W Middlemas
Cllr D Clapham
Ms D Taaffe
Mr A Burr
Mr N Webster
Ms C Coyne
Reverend S Haskett
Mr M Hellewell
Cllr C Baxter
Mr J Saunders
Mr J Mannino
Ms A Newton-Leeming
Ms G Yeadon (Deputy Principal)
Ms T Cooper (Assistant Principal: Vocational
Ms S Benson (Assistant Principal: Vocational)
Mrs S Hawitt (Governance Administrator-FCAT)

01.2020	**Preliminaries**
	Following government guidance the Standards Board meeting did not take place instead directors were invited to email any questions relating to reports distributed to the presenter, it was agreed the Clerk would record the questions and responses.
02.2020	**Minutes of the meeting held on 25ᵗʰ November 2019**
03.2020	**Matters arising from the minutes not covered elsewhere on the agenda** a) **Directors Personal Record-**(item 27.2019 from the previous minutes, confirmation gaps in DPR's had been identified and followed up b) **Destinations Report-**(item 50.2019 from the previous minutes) confirmation how students leaving the college or going into low skilled employment can be further supported had been followed up. The Futures team and pastoral mentors have refreshed the promotion of apprenticeship applications and deadlines to students. Also, the college have been working, in liaison with Blackpool Journey to Work, to provide further individualised support for students seeking employment. c) **Terms of Reference-**(item 51.2019 from the previous minutes) confirmation slight changes were made to the ToR
04.2020	**Teaching, Learning and Assessment** Directors received the ShOW results report from the Assistant Principal: Vocational **Questions from Directors**
Question 1	Regarding the three categories in the report, critical, sustain and challenge directors asked if the numbers of subjects and staff are a concern.

| **2** | What criteria is used to produce the three categories? |
| **3** | What data is used during the first term to identify subjects to track via Show? |

Response	I think we've been quite strict as we always strive for further improvement and putting subjects into the first 3 categories meant we could work more closely with them. If the majority had been put into standard category then the majority wouldn't be scrutinised or supported to improve (they all aim for improvement, of course, but it's better to have SLT involvement and other HoDs as an additional driver).

There are a further 32 subjects (putting the BTEC single, doubles, and triples together as one subject) in the standard category and 42 teachers who only teach in standard category subjects.
All teachers who teach in any of the subjects in the critical, challenge and sustain categories were observed within that category even if the majority of their teaching is in standard category subjects and even if they have an excellent track record. This means that not all 46 teachers are of concern. We felt it was important to observe them as well so that we could identify good practices that could be shared and enable us to establish where exactly the issues lay.

We look at the ALPs outcomes from the summer results. Grades 1-3 are red, 4-6 are black and 7-9 are blue. We aim for red in all subjects of course and absolutely don't want any blue.

The criteria for the categories are as follows.

1.4.1 **Critical:**
A level subjects that have:
- achieved **ALPs 7 or below for 2 or more exam series**, within the last 3 years
- returned to ALPS 7 or below following an unsustained one-year improvement
- seen a 3-year decline in grades and had an ALPs grade 6 - 8 in one of those years
Vocational subjects that have:
- achieved ALPs 6 **or below for 2 or more years**, within the last 3 years
- returned to ALPS 6 or below following an unsustained one-year improvement
- seen a 3-year decline in grades and had an ALPs grade 5 - 8 in one of those years
Level 2 subjects (GCSE/L2 BTEC) subjects that have:
- trend data that has declined over 3 years and is significantly below college target and or national data. (No ALPs available so SLT and HoDs judgements are used)

1.4.2 **Challenge:**
A level subjects that have:
- achieved an **ALPs 6** in the past 2 years
- a declining 3-year trend that includes an ALPs 5 or below
- had a grade 6 in the past 3 years and have not achieved an improving 3 year trend
Vocational subjects that have:
- achieved an **ALPs 4-5** in the past 2 years:
- a declining trend over 3 years which includes an ALPs 4
Level 2 subjects (GCSE/L2 BTEC) subjects that have:
- trend data that has declined over 3 years and is below college target. (No ALPs available so SLT and HoD judgements are used)

1.4.3 **Sustain:**
- Any subjects that have previously been categorised as critical or challenge categories and have shown improvement.
- A level subjects that have achieved an **ALPs 5**, to support them in making and sustaining improvements.

1.4.4 **Standard:**
- A level subjects that have achieved an ALPs 1-4.
- Vocational subjects that have achieved an ALPs 1-3.
- Level 2 subjects that are meeting or beating college targets over a period of time. |

In our ShOW handbook we also state that:
'Further to these criteria being used a risk-based approach will be taken where additional and relevant information will be taken into account and could lead to a different categorisation than that expected, for example, a new and inexperienced teacher joining the college and being the sole teacher of the subject may lead the subject to be categorised as critical despite ALPs grades being black or red. This would be to ensure there is appropriate support for the teacher and subject. Should this decision be taken it would be done in conjunction with the HoD.'

Question 4	Asked if an assessment of remote learning is taking place during the isolation period and how this is carried out.
Response	As you will appreciate the move to online learning was quick and we are, so far, delighted with how things are progressing. Obviously, this is an unusual and difficult time for everyone and as a supportive employer and college, we are doing all we can to be considerate and supportive of the different challenges everyone is facing whilst trying to provide the highest standards we can. All HoDs have access to the Google Classrooms in their departments and can see what teachers are providing and delivering. They also meet with teachers and the whole team each week to check on progress. SLT links also meet their HoDs each week to check on progress. Pastoral mentors (PMs) are 'meeting'/communicating with their students and are providing us with feedback as necessary, flagging up any concerns, plus sharing some lovely positive and heart-warming messages from students and their parents. Through these activities, we are confident that we are progressing well but continue to learn from this strange new world. We hope to be able to further enhance what we do normally from what we learn, moving forward.
5	Asked if there are any plans for students catching up/recapping on content on the return back to college
Response	We are all very conscious that what we are currently doing cannot replace the in-college experience and that when students return in September, if not earlier (which depends on the government advice), there will be a need for a catch-up plan and support for young people who are joining us having been out of education for around 6 months. I can assure you this will be planned very carefully and we are also hoping for support and clarification from the awarding bodies who may be able to make changes that will support us all. I'm not in a position to give you any further details at this point, however.
Question 6	Asked about the standardised training carried out and if any activities have been carried out following ShOW observations to quality assure the findings
Response	As overall ShOW lead, I sample observations to check that they are being completed in line with the guidelines and that there is consistency. HoDs and SLT links also go through the observations afterward and raise concerns if identified. It would be very time consuming to check all of them but I think this approach works well.
Question 7	From the members of staff that needed re-observations – on reflection were there any warning signs from managers or other intelligence that could have triggered an earlier intervention ahead of SHOW being carried out?
Response	Interestingly, the only teachers who have required a re-observation have been in the critical and challenge categories which means they had already been identified as a potential concern and were already under the spotlight. Prior to the ShOW process all HoDs undertook a whole department review which included lesson visits which would mean they were already spotting issues and working with these teachers. There was very little time between that and the ShOW process and not enough to have addressed the issue in full if it had been spotted (remember this is a moment in time and may not have been seen). I would have been much more concern had we identified a number of re-observations in the sustain and standard categories.

Question 8	Does college have a whole-school policy/strategy for questioning/AfL and if it isn't being followed by a number of teachers across a department, does this trigger a whole-departmental quality assurance/review?
Response	Assessment for learning is a major priority at college and is something we focus on a lot during lesson visits and observations therefore I would expect it to be a main feature in what observers are looking for and therefore probably leads to it appearing more than other aspects would in observation reports.

It's also a major feature in our learning and development programme, in TLA conversations and in sharing good practice. We are very clear that this is a major priority and discuss what features in should have e.g. not simply used to assess basic knowledge, not single questions to an open room etc, rather it should be used to probe, to develop thinking skills and stimulate justification. It should be targeted, it should support learning rather than just assessment and so on. We don't state specifically how a teacher must do this, this is for them to consider and agree within their department and subject as what is right in one subject may not work in another. We offer a range of opportunities to gather ideas and practise this skill.

If this was to come up as an issue for a number of teachers in a department, across subjects then we would target them with more L&D and peer assessment. This would be discussed with the SLT link and HoD initially who would agree a strategy. Thankfully, whilst there are pockets of concern that are being addressed, this is not concentrated within a specific subject or department i.e. there is a mixture of good practice and areas for improvement in all subjects and departments. |
| **Question 9** | In the ShOW report, four priorities are identified, it mentions the need of questioning skills, bringing about skill development in student, etc. How will the training be delivered to staff so they are able to achieve these priorities? |
| **Response** | Questioning continues to be a significant feature of our L&D programme and this will be reflected in the programme for 2020-21.
Staff are also asked to peer observe other teachers for whom this is a strength. This is managed by the HoDs through the PDR process and through the review and action plan associated with subject ShOW reports.
Best practice visits have taken place to share ideas and demonstrate what it looks like in the classroom - this will continue.
Questioning will feature as a sharing good practice slot within a HoDs meeting for them to share through department meetings.

In terms of skills development HoDs and teams have been asked to create learning journeys for each subject in addition to schemes of work. This will show what content will be learned at the various stages in the year, what skills will be required for each aspect and when assessment will take place. This will act as a visual for students and parents and act as a prompt for teachers who will develop their schemes of work around this journey. This is a new feature for 2020-21.
Skill development will be critical for students who have a gap in learning due to Covid-19 in particular. This will be built into a (possibly extended) induction period and throughout the year.
Further study skills materials to support this will be added to the teaching, learning and assessment website and staff will be encouraged to use this more regularly.
Again, this will feature in the HoDs meeting and disseminated to teams through department meetings. |
	Other comments from Directors and responses from SLT
D	I like the system of tracking subjects rather than departments
D	The report is excellent and reassuring that the support given to teachers improved teaching standards and outcomes
SLT	The move to focus on subjects rather than departments – the use of categorisations and differential of approach is a more targeted and effective way of way of delivering improvements.
Thank you, we believe it has been much more effective. From the meetings undertaken, we have seen good progress and we were hopeful of improved outcomes in subjects requiring it. Unfortunately, with Covid-19 we won't see this through formal exams this year.
D	I thought your paper on SHOW was excellent - very informative.

D	Thank you for this thorough report showing a very successful targeted quality assurance and support programme. The results identify priorities for further development across all subjects. I look forward to seeing a plan for addressing these.
D	Thanks for coming back to me with responses which I am satisfied with.
05.2020	**Student Voice/Support** Directors received the student voice report 2019 **Questions from Directors**
Question 1	Asked if the student survey for the academic year 2019/20 postponed due to Covid 19 will be sent out later in the year
Response	The answer to this question will be discussed further with SLT and will be recorded as a matter arising for the next meeting
Question 2	I fully appreciate why the progress review days on the 26-27/3/20 were cancelled, however are there any plans to carry these out virtually, or even by email, as they would be very helpful to the students
Response	The answer to this question will be discussed further with SLT, and will be recorded as a matter arising for the next meeting
Question 3	In Student Voice, it mentions about the Student Directors attending the conference and the issue with Google Classroom. It states that it is now being used consistently by departments. Can I ask how this is verified and is it checked regularly to ensure it is being maintained in the way the students requested?
Response	During the college closure (due to Covid 19 lockdown), all teaching, learning and assessment has moved online. We agreed swiftly to use Google Classroom. This is a platform that we have been using (albeit inconsistently as the students said at the conference) already and with which staff (and students) were familiar and on which they had already had some training. All teaching and learning have been, therefore, carried out through this platform - Google Classroom. During this time, we continue to monitor student engagement with Google Classroom teaching and learning - indeed, our monitoring of this has improved as we have developed our use of Google Classroom and online learning and it continues to improve. Only last week, we implemented a markbook (register of sorts) to RAG rate student engagement. Heads of Department (and their Assistant HoDs) are monitoring teacher use of Google Classroom throughout this period. They report that it is well used and that teachers and students find it effective. However, we continue to develop our monitoring of Google Classroom and to develop our online/remote learning practices. So, with continuous improvement in mind, we are investigating and developing our practice as follows: - lessons learned from online learning that we can implement in our normal practice when physically back in college - monitoring of online learning - a great deal of development has already taken place but we are looking at all the data available to us to ascertain if its analysis can further enhance learning/our practice - consideration of other platforms for online learning and development of robust protocols - we are in the process of doing this now
	Other Comments from Directors Excellent listening and responding to every point raised. It is clear that the student's voice is encouraged and valued. Showed very good standard of response in terms of actions and time to take to implement. All reports are to an exceptional standard

06.2020	**Directors' Self-Assessment** Directors received the Self- Assessment Report and Quality Improvement Plan for 2020/21collated from feedback from the Directors' Annual Conference in January 2020 There were no questions to answer regarding the Directors SAR **Other comments from Directors** Would look all to be on track so no questions.
07.2020	**Identification of any new/amended risks** Current situation due to Covid 19 **Date and Time of next meeting** Monday 21st September 2020 at 5pm

Signed _____

Date_____