



Meeting of an electronic Standards Committee held at 0830 on 18 March 2021.

Present	Steve Blackshaw	Martin Buck (Chair)	Adam O'Brien	Annie Gammon
	Adeshona Onakoya	Kevin Watson (Principal)		
In Attendance	Gill Boocock (46/20 only)	Ralph Devereux (Clerk)	Melona Headley (46/20 only)	Mohanned Khabbازه (VPCQ)
	Zelda McKay (46/20 only)	Kishan Pithia (VPSS)	Clare Tackley (46/20 only)	

43/20 ELIGIBILITY, QUORUM, DECLARATIONS & MEMBERSHIP

No notice had been received of any member becoming ineligible to hold office. The meeting was quorate, and no interests had been declared.

44/20 STANDING ITEMS

a. The Minutes of the last meeting held on 11 February 2021 were confirmed for electronic signature. **(Action 1)**

b. Matters Arising. re 28/20. There were no matters arising.

c. Outstanding Actions. Actions from the last meeting had been implemented.

See referenced minute for full detail.		Resp	Date
Action 1	33/20a. Last Minutes (13.02.21) confirmed for signature.	Clerk	wie
Action 2	34/20. Departmental T&L data to be circulated to Members.	VPCQ	
Action 3	38/20. National EAM data to be brought to next meeting.	VPSS	18.03.21
Action 4	38/20. Data inconsistency to be resolved and circulated.	VPCQ	wie

d. Urgent Business. There were no requests for urgent business.

The information was received.

Action had been identified (Register at 52/20)

45/20 PROJECT HACKNEY

Project Hackney, the initiative to encourage more schools in the Borough to view the local colleges, BSix and New City, as the default first consideration for provision to their post 16 leavers, if not default then amongst their most preferred options. This had started slowly and had been overtaken by Covid related events and had slipped to the back burner. However, now schools had reopened the matter could re-enter live considerations and had been briefly considered at the Borough Secondary Heads meeting the previous week. Attempts to persuade of the benefits of comprehensive Borough provision would be patchy, with some more resistant to change. It was suggested that joint live presentations from the two Colleges to the schools, not restricted to management but including representation from the wider advisory professional elements, could be rewarding. These could be in parallel with webinars, which could be bespoke for particular interests and used as "building blocks". Analysis of destinations from borough secondary schools was progressing and apart from specialist providers, the favourites were in clusters; information on numbers and types of study would be useful intelligence and it was agreed that some non-confidential detail would be made available, and the contributing schools notified that the detail had been shared in the interests of progressing the project. **(Action 2)** It was again agreed that historical influences may have been persuasive in the Borough becoming a net-exporter of 16 plus students but that the quality of provision at both Hackney colleges was rapidly changing and should be broadcast. The change to "Hackney First" could start incrementally and lead to becoming embedded if, as confidently predicted, that was justified. Soft influence from council members on Governing Bodies may also help. BSix's hope that all providers might unite in a commitment to providing a comprehensive post-16 curriculum worthy of serious consideration by all Hackney-based students remains some distance from becoming a reality.

**The information was received.
Action had been identified (Register at 52/20)**

46/20 TUTORING

The Chair welcomed the 3 Tutors and one Senior Tutor to the meeting, which would be a “free chat” to raise Members’ understanding of the current challenges, development of the role and would reinforce the discussions at the previous meeting. In fact, in common with that feedback it was stressed that the move to online learning had brought time management challenges. Casual meetings had gone and been replaced with electronic exchanges. All Tutors also stressed that personal contacts had been increasingly required for attendance, encouragement, or safeguarding discussions. Students’ remote working brought widely varying challenges, such as having to share working space with siblings or other household members and family issues; students were often reluctant to reveal personal information. Mental health and well-being had been and continued as a prime concern. Alternative provision students and those with SEND had been a particular focus. In parallel with these commitments had been the disciplinary requirements when non-engagement processes included communication with parents or carers. Now all were back in College clearly the focus had changed, and this year’s examinations assessments were becoming a major issue of concern amongst those affected and great care was taken to reassure and update students on the current position at every opportunity. A secondary element from the assessments issue was an increase in the numbers of students planning a gap year in the hope that they will move to Higher Education (HE) when the environment would have returned to “normal”. This could present an opportunity for their involvement in voluntary work with younger pupils which would be mutually rewarding; this was an exciting opportunity and would be taken forward. **(Action 3)** Now that students were back in College it was easier to monitor emerging challenges and the changed normal. Work on evaluation of “lost learning” was a priority but care was being taken to individual motivation and well-being and for some, “returning/starting on campus” anxieties. Activities designed to develop cross-college identity such as the planned “Stephen Lawrence Week” and work with the Premier football clubs were integral to this. The Chair thanked the Tutors for their commitment and determination, throughout the lockdown and ongoing. The Tutors left the meeting.

**The information was noted and received.
Action had been identified (Register at 52/20)**

47/20 LESSON OBSERVATIONS

The report had been based on 16 lessons, 2 for each curriculum area which had been observed between 1-12 February 2021. The aim had been to assess changes to teaching methodology during the lockdowns and whether there had been any effect on the student experience. The lessons had varied in format, from “double-group” GCSE Science to intensive 1:1 tutorials with Music students, it was apparent that merging of traditional methods had been carefully and skilfully merged in many cases and the overwhelming result was positive. Verbal feedback had been provided for each observed teacher. Use of the technology was explained and it was welcomed that all teachers demonstrated “good or better” skills and incorporated a wide and sometimes imaginative use of a range of platforms. When technical difficulties emerged, none seriously detracted from the lesson. It was interesting that the majority of participants chose not to be on camera and communicated through the “chat” facility, which was generally accepted by the teachers and may well have collateral benefit in enhancement of the students’ written word. Pedagogy was considered and discussed. Teachers’ styles remained similar to that previously displayed in a classroom and it emerged that teaching methodology outranked technical proficiency and the importance of maintaining student interest and understanding remained the same. The usual pedagogical issues were included in the Report and were noted together with “good practice plus” points. Teacher ascendancy had been researched and feedback was included in the Report, challenges with a class of invisible students who chose to communicate through “chat” options had led to teachers talking more than normal and differentiation was difficult. The Report concluded by comparing pro and cons and possible future adaptations using the data. For example, use of lesson videos for student who had missed the live lesson and could even influence a change of focus for parents’/carers evenings.

The information was noted and received.

48/20 RETURN TO COLLEGE

A detailed paper drawing together all Covid related matters had been circulated in advance of the meeting and questions were invited. Lateral flow testing (LTF) had gone well and to date there had been no positive tests, the amount of space set aside for the dedicated in-college testing area could hopefully be recovered for alternative use once the “testing at home” process had been initiated. Pupils had been asked not to come to College until it was time for their lessons, but those wishing to use the Learning Resource Centre (LRC) or looking for support were clearly welcome. After the Easter break the introduction of wider activities would be incrementally introduced.

The information was noted and received.

49/20 STUDENT ATTENDANCE

Student attendance had been tabulated by provision and term since the start of 2016/17 allowing direct comparison. The data had been cleaned and was reliable; the overall Covid related drop from 85% to 82% was noted. Starting on 4 January this year there had been an intensive focus and c160 individual contacts had been made with regular absentees and that had resulted in a 20% improvement in the 75% of the whole cohort that had responded.

The information was noted and received.

50/20 URGENT BUSINESS

There had been no urgent business requested, but in response to a question regarding enrolments for the coming year it emerged that responses to date, and the firm number of offers at 540+, had exceeded the total for the previous year, with 3 full recruitment rounds yet to be completed. The performance of the marketing group was commendable, this group comprised 2 arts technicians allocated at 20% fte to provide the service at a total budget of £40k; three years ago, that marketing was completed through an external specialist contractor at an annual cost of £250k. Members noted and welcomed the information.

51/20 The next meeting would be electronic at 0830 on 22 April 2021 and would consider at least: Teaching & Learning (T&L), Safeguarding and response to the examination assessment process.

52/20 ACTIONS REGISTER

See referenced minute for full detail.		Resp	Date
Action 1	44/20. Last Minutes (11.02.21) confirmed for signature.	Clerk	wie
Action 2	45/20. School leavers destination data to be shared.	AG/MB	
Action 3	46/20. Gap year students voluntary work with school pupils.		

Ralph Devereux (Clerk) for Martin Buck (Chair)

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Final Audit Report

2021-04-26

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Transaction ID:	CBJCHBCAABAAuzvDluZFe4hVR16KyqwthriqcBkJ7RLO

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