



Meeting of an electronic Standards Committee held at 0830 on 11 February 2021

Present	Steve Blackshaw	Martin Buck (Chair)	Adam O'Brien	Annie Gammon
	Adeshona Onakoya	Kevin Watson (Principal)		
In Attendance	Ralph Devereux (Clerk)	Paul Dogra (Business)(ST)	Mohanned Khabbazeh (VPCQ)	Kishan Pithia (VPSS)
	Kath Webb (Art & Design)(ST)			

32/20 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.

33/20 STANDING ITEMS

a. The Minutes of the last meetings held on 13 January 2021 were confirmed for electronic signature. **(Action 1)**

b. Matters Arising. re 28/20. The VPSS updated the meeting on progress with:

- (i) Accreditation. Work with Sussex University towards accreditation of the BSix Study Programme Award had led to a further suggestion that a “Contextual Offer” (an alternative route to undergraduate study for talented students) could be available for B6 students on completion of the first year of their study programme. The offer would reduce requirements for ALevel grades from AAB to BBB. Whilst a welcome offer it was important to recognise that it would benefit both parties and was not benevolent.
- (ii) “Knowledge is Power”. The final round in the “Inclusive Learning and Leadership” section of the Association of Colleges (AoC) Beacon Award had been completed between BSix and Weston College (Weston-Super-Mare) who had been the eventual winners; feedback on the panel’s considerations would be received in due course. Work would start shortly on a possible entry into the “Queen’s Anniversary Prize” which would consider Further Education (FE) innovation and practice.

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

See referenced minute for full detail.		Resp	Date
Action 1	22/20. Last minutes (19.11.20) confirmed for signature,	Clerk	Wie
Action 2	24/20b. AOB to present to next Committee meeting.	AoB	11.02.21
Action 3	26/20b. Project Hackney to be on March Agenda.	Clerk	
Action 4	26/20b. Possible recruitment of teachers to be considered.	Chair	Asap

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

The information was received.

Action had been identified (Register at 42/20)

34/20 TEACHING AND LEARNING (T&L)

The interim report on the Lesson Observations Programme was considered. Originally the plan had been to observe all teachers for a complete lesson before the resultant data analysis; lockdown had prompted suspension of live observations and completion of the project had been postponed. The 26 observations completed in the latter half of the Autumn Term although not representative of the whole College and had been to an agreed focus. Staff had been relaxed and positive with the process. The paper considered common themes, no lesson had been less than competent, there had been no quality differences between “no-notice” and limited notice observations and post observation discussions with all involved had been frank, constructive and amicable. Viviane Robinson’s (professor in the Faculty of Education at the University of

Auckland NZ) definitions of high-quality T&L had been helpful in guiding assessments and essentially “a successful learning end justifies the teaching means”. The report then considered this against current Ofsted processes and continued by scrutinising a wide range of practical features related to the outcomes. It was important that all involved understood that the observations were not purely judgemental but kept T&L on the front line. During general considerations of the report and wider related matters it was suggested that each area might produce its own report which would be shared with Members (**Action 2**). Observation of the complete lesson was welcomed. Continuing work to improve T&L included a survey of student opinion and possible consideration of parents’/carers’ views and an online assessment would be completed in advance of a general discussion to be held in March. During lockdown regular good practice sharing sessions were held on Wednesday afternoons to extend teachers’ technical knowledge. The assessment process for this year was eagerly awaited by both staff and students and Ofqual would publish the detail in the near future. Contingency plans included collection of clear evidence trails, for example communication skills and some written work had improved in the online environment partly since, students reticent to speak in live lessons, found it easier to correspond electronically.

The information was received.

Action had been identified (Register at 42/20)

35/20 SENIOR TUTOR (ST)

The Chair welcomed ST to the meeting, which was a “free chat” to raise Members’ understanding of the current challenges, development of the role and relationships with Curriculum Leaders. One major challenge that had emerged from the move to online learning was time management; for example, opportunities for impromptu and informal considerations, which pre-lockdown would occur in casual meetings or in the staffroom had gone and replaced with electronic exchanges through a variety of methods. Informal contact with students, formerly, simply arranged in College also had to follow that route and the building of relationships with new students arrived since lockdown, was particularly challenging. Such meetings were important for the ST to reassure themselves on vulnerable and other students wellbeing and motivation. The range of difficulties faced by students’ remote working was wide, such as having to share working space with siblings or other household members and possible consequent and associated demotivation. Attention was also focused on preparations for returning to College. In this respect, the parents of students with poor attendance had been written to and students contacted for discussions and motivational uplift, additionally students attended for more routine issues and sufficient staff were available for their needs. There were 30/40 persistent absentees. Looking back to the start of term, before lockdown, the processes had been evolving, working well and this had formed the base for the relationships on line with students who had shared that process. Relationships with Curriculum Leaders were generally sound but some shared duties in relation to individual students’ general progress would benefit from clarification; this would avoid any varied interpretations and possible tensions. ST and Curriculum Leaders understood the importance of maintaining focus on the study programme and low level disputes of this nature were infrequent, progress of the individual student was accepted by all as key. The Chair thanked the ST for their commitment and determination, for attending this meeting and they would be invited again to update on progress.

The information was noted and received.

36/20 COVID

A detailed paper drawing together all Covid related matters had been circulated in advance of the meeting. The comprehensive report would inform several cross-college discussions and was considered by this Committee in the context of technology disadvantaged pupils and associated costs. IT related expenditure had accelerated since the first lockdown, initially ageing hardware was incompatible with the inexorable demands of the on-line delivery processes but latterly associated software improvements, generally use of the Microsoft Office 365 software suite and cloud based “software-as-a-service”, had disproportionately increased fees; licences had cost £350k. Members were assured that this level was not indicative of future costs and it was hoped that negotiations with alternative service providers in March/April would introduce a sliding and reduced scale of charges. The FGP Committee had asked whether any rebate was likely for the high fees paid earlier and that was not yet resolved. In terms of devices for students the College had bought and issued 120 laptops and there had been 6 more donated; some 65 students were still in need of support. The DfE allocation of 185 laptops for the College would soon be available although there was no specified date as yet.

The information was noted and received.

37/20 STUDENT ATTENDANCE

Student attendance would be considered at the next meeting.

The information was noted and received.

38/20 ENGLISH AND MATHS (EAM) November re-sits

The GCSE EAM resit examination results had been heartening, English had improved over the previous year from 30% overall to 38% and the Maths results had remained the same; full data was in the attached tables supported by detailed observation points. The process for determining eligibility had been different for this round, the disrupted environment had meant that the selection process had started later and thus been less selective, with only a month to review the initial list. Additionally pupils had the ability to enter the resits if they were unhappy with their College Assessed Grade (CAG). The plan for this year's process, was robust and included a mock examination in each discipline. Students were reminded of the examination dates and time through a variety of media and accordingly absence was expected to be less of a challenge. Also it was unlikely that students would be able to self-nominate this year. In response to a query, national results were not immediately available for comparison but would be brought to the next meeting. **(Action 3)** Some apparent inconsistent detail in the tables between departmental and overall outcomes would be resolved and circulated to Members. **(Action 4)** With regards to ST comments about shared information, it was agreed that information about entries should be made more explicit so as to keep each curriculum area more firmly in the loop. There was then discussion around the selection of entry policy and whether wider entry would result in a higher proportion of passes; after discussion it was agreed that may be an outcome but the culture of mass entry was not accepted.

The information was received.

Action had been identified (Register at 42/20)

39/20 OFQUAL PROPOSALS

Working parties had considered recent consultation documents on the future of general vocational qualifications and the arrangements for summer 2021 assessment and grading. In each case the BSix response was broadly in line with the recommendations of the Sixth Form Colleges' Association and Association of Colleges. It would be a serious mistake to lose general vocational qualifications as A levels and the new T levels would not cater for the needs of large numbers of students. It was accepted that this summer's grades would be largely based on teacher judgements but the precise details of how this might differ from last year-and clarification as to the possibility of some 'objective tests' playing a role in the process-were eagerly awaited. Students at BSix would be given every possible opportunity to submit work likely to influence teacher assessed grades.

The information was received and noted.

40/20 URGENT BUSINESS

There had been no urgent business requested.

41/20 The next meeting would be electronic at 0830 on 18 March 2021 and would consider at least: Project Hackney, Departmental performance updates, attendance and recruitment.

42/20 ACTIONS REGISTER

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.	KW	
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

Ralph Devereux (Clerk) for Martin Buck (Chair)






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Final Audit Report

2021-03-25

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