**Lewes Local Board Committee**

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| Date | 11th May 2020 | Time | 16.00 |
| Venue | On line Zoom:  <https://us02web.zoom.us/j/84070745906?pwd=b28xT0xOOUdBODdkS1gyS3VycHBJZz09>  Meeting ID: 840 7074 5906, Password: 551961 | | |
| Chair | Gill Short | | |
| **Membership:** Gill Short, Charlie Dobres, Kerry Smallhorne, Mahalia Dewar, Mike Ellicock, Nathan Newnham, Nigel Ryan, Sarah Pringle, Tony Smith  **In attendance:** Fred Carter, Mia Bryden | | | |

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|  | Item | Action |
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|  | **Apologies and welcomes**  Apologies were noted from Sarah Pringle. |  |
|  | **Declarations of Interest**  No new declarations of interest were made. |  |
|  | **Minutes of the meeting 9th March 2020 and matters arising**  It was noted that the third round of Principal’s Performance Reviews (PPR3) did not take place due to the lockdown closure. Staff have been focussing on capturing grades for 2nd year Level 3 students (both A levels and vocational qualifications).  Fred will circulate the EQR report (note this is a joint report for Eastbourne and Lewes).  The FEC continue in a supportive role with the College.  New Terms of Reference were noted and require further work. | FC |
|  | **Principals Update**  . **1 Quality**   * **Covid 19 update (to include teaching and learning during lockdown, learner and community engagement, initial planning for return of staff and students with Social Distancing assumptions)**   The college went into lockdown on 20th March with two days’ notice from the Government and this allowed a small amount of time to upskill staff to use google classrooms. Some were already very familiar with this but some less so and needed some support to get up and running. Since then, teaching and learning has been primarily delivered through the google suite and other online platforms, with online lectures and work being set remotely.  Year 2 students are being encouraged to continue to study until they have covered the content of their courses (even though this will not be used to determine the calculated grade required for the exam board – see below). First year A level students will still complete a mock exam in the week beginning 18th May (online) and are working towards this at the moment.  The campus is also developing some materials to be shared with year 11 school applicants so they can complete some work over the next few months in advance of their enrolment at the end of august. This should be ready by the end of May. Taster days are also being considered and may need to be delivered differently depending on the lockdown situation nearer the time.  Personal family circumstances for staff and students have made delivering the timetable challenging at times.  50 Chromebooks have been given out to students in need and unable to access any IT to complete online work. The majority of students did not have a problem with access to IT equipment. Dongles have also been issued.  At this stage there is no time frame for re-opening. Gavin Williamson, the Secretary of State for Education, has advised colleges to start to plan.  Tim Hulme is leading a College Re-opening Working Group to look at all aspects of this planning and then come back out with a clear communication to everyone so that all staff and students have some certainty and can take some reassurance. The first meeting is on 5th May.   * **Student outcomes - latest from Ofqual, including process for capturing achievement**   The coronavirus situation has had a major impact on the assessment of qualifications this year and the government is putting in place a number of measures to enable students to receive grades wherever possible.  For A level, AS, EPQ and GCSE courses, exams will not take place this year. The Government has asked schools and colleges to send exam boards two pieces of information per student for each of these subjects they are studying, based on what teachers and managers know about their work and achievements.  These are:  • The grade we believe they were most likely to get if teaching, learning and exams had happened as planned  • The order the performance of each student by grade, within each subject  This will consider a range of things like classwork and homework, results in assignments and any mock exams taken before lockdown, any non-exam assessment or coursework and general progress during each student’s studies with us.  This information is being collected internally from each subject teacher at the moment and will be signed off by the relevant head of department and Head of Centre (the Principal on each campus). Each area has been provided with the previous three years’ results for their subject to ensure previous grade profiles are being taken into account when making these judgements.  The information will be shared with exam boards from the end of May 2020 which will allow them, with Ofqual, to standardise the grades of all across schools and colleges, to make sure that, as far as possible, results are fair and that students are not advantaged or disadvantaged because their schools or colleges are more generous or harsh than others when GCSE, AS and A level students in England making those judgements.  The final grades students get could be different from the ones we send to the exam board. Ofqual and the Exam boards have specifically instructed all schools and colleges to not disclose this information to students/parents/carers. The Data Protection Act also provides an exemption from Freedom of Information requests on this information until after the exam results have been published.  We are not required to set additional mock exams or homework for the calculation of centre assessment grades, and students won’t be disadvantaged if they were not set, or were unable to complete, any work given out after the college was closed. We are, however, continuing to set work for students to complete to enable students to complete the syllabus and provide them with all the knowledge for the course they are studying. After the May half term we will focus upon revision and exam preparation.  Whilst this work won’t be used to make grade judgements, students are being strongly encouraged to maintain their learning with us for a number of reasons. These are:  • to ensure they are better prepared for progression onto another course with us, to Higher Education (HE), an apprenticeship or work;  • Higher Education providers may introduce entrance exams and the work we provide over the summer term will better prepare students for these, if they are introduced;  • If students don’t receive the grade(s) they expected there will be an opportunity to sit exams in the early part of the Autumn term and the work still being set will support their preparation for these.  Learners taking vocational or technical qualifications are potentially in scope to receive a calculated result as well, where this is possible. At the time of writing, the proposal is that qualifications will fall into three categories: course what will be awarded calculated results (similar process to A levels and GCSEs), courses that require the adaptation of assessments (such as online moderation), and courses that require rescheduling to enable assessments to be completed when it is safe to do so (mainly practical subjects). Ofqual are working with awarding organisations to finalise the list of qualifications that should be in scope for learners to receive a calculated result. Awarding organisations will be in touch with the college in the coming weeks to advise us on the information they will be expected to provide about their learners, and when and how it should be submitted. An update will be provided in the meeting if any further information has been received by 11th May.   * **QIP Progress**   There has been a hold on this because of the Covid 19 situation and the additional work in capturing of achievement grades. Once Fred has looked and approved the overview of what this looks like it will go to Curriculum & Standards meeting.   * **Curriculum planning summary for 2020-21**   Curriculum plans have now been finalised for each area before Easter with some minor tweaks to ensure the balance between 16-17 and 18+ students reflects the usual profile. Each campus has been provided with an overall allocation of learner numbers and the Lewes plan has been successful in ensuring that it is within this allocation. The second slots with each budget holder are on 4th May and are used to identify each area’s pay and non-pay allocations for 2020/21, and agree any staff servicing in or out. The remission and non-pay resource allocation each area receives is now be based on a formula assigned by programme type, and this will also determine the overall remission (including management posts) for each campus. This may have implications for the number and type of management posts and remission affordable going forward. An update will be provided to the local board after these budget meetings have taken place.   * **Recruitment and applications - Lewes**   The latest application data (27th April 2020) continues to indicate a small decrease in applications for the Lewes campus, mainly due to increased competition from the mid Sussex area (where Haywards Heath college is re-opening). \*Students are able to submit dual applications to each campus this year and will need to decide which campus to enrol at in the summer.  **2 Safeguarding, E&D, Health & Safety matters (local issues)**  The safeguarding manager and her mentors continue to support learners, albeit remotely, and have an extensive list of “at risk” learners who they monitor and support. A new booklet has been produced to provide guidance to staff and students relating to the new circumstances.  Health and safety will be a key factor in deciding when the college is able to re-open and this is likely to be a phased process in line with the Governments recommendations which are not yet finalised.  **3 Student voice and student activities**  The Student Survey undertaken to gauge how well the College was dealing with the Covid 19 situation was mostly positive. Staff had risen to the recent challenges reasonably well and were able to engage fairly well with students online and by phone.  Headlines   * 653 responses pleasing to see * Half of these are from A level students * Questions how often do teachers communicate – by and large responses positive, few areas less so, lots of comments * 96% say more than once a week * Daily less that this * High response rate in term of communications with teacher * Overall - Ok, good or better   *Receiving work:*   * 92% at least once a week * More than once a week 75% * Mostly positive   *Has teaching* been helpful?   * 89% positive response * 11% not happy   *Communications*:   * 84% positive about communications * Variations in terms of communications as you would expect * Some teachers better at adapting than others * 95% support good for College work   Results by curriculum areas for HOCs Heads of Curriculum to analyse. Meetings booked in to report feedback from staff and their response to feedback and what actions might need to be carried out.  Nathan said that online learning from his perspective has had a good impact on 2 of his subjects. We have finished the content already in those subjects. And for him 2 google meet sessions each week and all set and assigned by Google Classrooms, efficient. There are opportunities to ask questions. All fairly good.  It was noted that it does depend on the teacher and the experience you get.  Efforts been made to get in touch with learners who are not engaging.  Mike asked what SU events were planned and were now not happening, and if the College has managed to run any of these virtually. Nathan said that they have not got round to hosting virtual events as yet, but that it is something they are looking at.  SU meetings are every 2 weeks so learns can report their experiences in teaching and learning and speak to each other.  Charlie asked Nathan what his friends experiences have been, both in and outside the College. Nathan said he has heard from friends at Varndean that they are being set more work than they would usually be set. They are getting text communications rather than proactively looking on website. Varndean are not doing end of year mocks.  Charlie asked Nathan how his parents have been communicated with. Nathan said the most important messages do get transmitted. Mock timetable and information was sent out. He said that arrangements for online learning maybe could have been better. Messages fairly clear. Doesn’t need to be drip feed. For people to act and students to be proactive about what is going on in their educational lives.  **Project Phoenix**  This is the College group looking into how we will re-open in the future. Initial discussions have taken place looking at the large number of considerations that will need to be taken into account before it can re-open. Further clarity is due to come from central government.  It is expected that primary schools will open up in the first instance with a phased return. There has been no information about colleges so far or how many students will be expected to return this academic year.  There are many complications and implications to be considered, some of which will depend on how quickly the lockdown ends.  **Report from whole College group.**  First year A level students will be completing online mock exams next week. It will be interesting to get feedback from how students and staff think this has gone.  Nathan asked if there was any clarification whether students sitting exams include secondary and year 12.  Fred said that it is initially it is expected that primary schools would have a phased return from 1 June, focusing on Year 1 and Year 6. In secondary schools it is expected that Year 10 and 12 will be asked to return but currently there is no time frame set for this. It is likely to depend on what is happening with the R rate (reproduction rate of the virus) and how it goes with primary schools.  Tony said it was great that the College is setting work for Year 11 students and asked if the College will be sharing any overview with local schools that can be shared with their parents. Fred noted that there will be a section on the College website where all this information will go along with a link to all subjects and material being provided. Obviously it is a work in progress at the moment. Guy in marketing is leading on this.  Dan advised the College is developing a communications strategy for both secondary schools and careers leads so they have all the relevant information. As was noted by Fred there will be a specific part on the College website. There will be project work, with invitations to existing applicants to join in Google classroom activity. The work will be interactive and not just pdf workbooks.  Charlie asked if the per-capita Government grant is the same, even if teaching is remote. He asked if some students prefer/do better under this new regime. He asked if when things get back to ‘normal’ will there an opportunity to continue offering Distance Learning to students, as extra revenue.  Fred said that for the vast majority of 16-18 students the funding has not changed. The AEB Adult Education funding is low at Lewes, but some courses have not been able to run and have had to be cancelled. Funding for the vast majority of the College is as it was for the time being.  Charlie asked if there was a case for a new development area in distance learning. Dan said the College is developing online learning materials particularly for adults and that the College must not lose what it has learnt over the last few months during any phased return. Some students may wish to continue to learn on-line.  Dan advised that the College AEB range of provision brought in 500 enquiries and resulted in 150 enrolments. These are mainly short accredited courses. For the International market there are lots of organisations already in the marketplace delivering English language courses online. These have a lower margin but are a potential way in which we can get students onto year- long programmes – we can do some online tuition.  Mike suggested the National Numeracy Challenge - to check/confirm they have the Essentials of Numeracy? (c.L2) https://www.nnchallenge.org.uk/  He said he would be able to provide data back if there was a specific ESCG link  **FEC and finances**  The College group has undertaken analysis of the funding shortfalls, and how they will have an impact on the overall financial health. Three scenarios are being looked at and the College are working with ESFA and FEC on this and the implications for the College.  70 staff are currently on furlough, with lockdown extended until July at the earliest. Further measures are being looked at. The College can only furlough staff whose jobs are not linked to public funding. Looking at the proportions of staff e.g cleaning and estates, the proportion is 25% income non-government sourced income. The College are working out what this means for colleagues who cannot physically do anything at the moment. Most of the other colleagues are doing what they can to retain existing income or preparing for the further income in 2021. The College has made a lot of non-pay savings for resources, although that has been put back into e learning. We are cutting our cloth as well as we can.  Charlie asked if the College was in any way benefitting financially from lockdown. Dan advised of a loss of £1.2 m of International income.  There was a conversation about recruitment with regard to students who may have nothing yet or change their mind as a result of the current situation. Transport issues to Brighton were noted to possibly have an impact.   * **Management structure**   Gill advised that regarding Fred’s replacement, David Smith (Chair of Governors) and Rebecca Conroy will be working on this.  Tony asked about Ofsted preparation. Fred advised the College will highly likely be inspected as soon as Ofsted resume their regime, in whichever form it may take. |  |
|  | **Review of membership for 2020-21 & exploration of ‘themed working groups / guest speakers’**  It was noted that the Eastbourne College Board had invited Cllr David Tutt talk to them.  Penny Shimmin CEO of Sussex Community Development Association is joining the Lewes College Board.  There was a discussion about how to ensure guest /expert speakers are invited to staff to the Lewes College Board and any staff or students who might want to attend. Gill Short said it would help to align speakers to areas of the Lewes improvement agenda.  **Action: All to suggest Lewes based speakers to invite** | All |
|  | **Local stakeholder engagement**  **& feedback from Local Board Members**  Dan Shelley advised of local stakeholder engagement activity.  There was a discussion about the College involvement in developing community spirit and engaging and re-connecting with local parents and local community initiatives.  Charlie and Mike spoke about capturing opportunities to engage with the vocal and influential elements of the Lewes community. |  |
| 7 | **Staff & student matters**  There were none. |  |
| 8 | **Any other business**  Gill Short thanked Fred Carter for his support to students and staff at Lewes Campus and wished him well |  |