



Proposal to change the timing of the school day with effect from September 2021

Consultation Period: 28th April 2021 to 14th May 2021

Head Teacher: Mrs Jenni Logan
Chair of Governors: Patricia White

Proposal to change the timing of the School day with effect from September 2021

During the COVID-19 pandemic we have seen many benefits that have come out of the way that school has been structured. We think as a proactive forward thinking school we seriously have to consider these benefits and the positive impact that these changes have had on the children and over time the positive impact we would see on outcomes for Children.

The Local Governing Body (LGB) is seeking views on the proposal to alter the finish time of the School day from the start of the school year in September 2021.

If approved, the timings of the School day would change as follows:

- On four days of the week (**Monday, Tuesday, Wednesday & Thursday**) Children will access a morning break of 15 minutes and a lunchbreak of 45 minutes. The school day will start at 8:45am and will end at 3:15pm
- On one day per week (**Friday**) Children will access a morning break of 15 minutes and a lunchbreak of 45 minutes. The school day will start at 8:45am and will end at 12:50pm
- Childcare for working parents will be made available to support parent's availability for work.
- Targeted tutoring could be provided on Friday afternoons by staff that are well trained in the schools Learning and Teaching policy.

The proposed changes alongside our current model are shown below:

F1

	Pre Pandemic Model	Proposed Mon-Thurs	Proposed Friday
Session 1	9:00 – 12:00	8:45 – 11:45	8:45 – 11:45
Session 2 (only accessed by 30 hours children)	12:00– 3:00	11:45– 3:15	12:00– 12:45
			Childcare available from 1:50-3:15 if required
Total Hours of Education per week	15 hours Or 30 hours	15 hours Or 30 hours	

F2- Y6

	Pre Pandemic Model	Proposed Mon-Thurs	Proposed Friday
Session 1	8:50 – 10:30	8:45 – 10:30	8:45 – 10:30
Break Time	10:30 – 10:45	10:30 – 10:45	10:30 – 10:45
Session 2	10:45 – 12:00	10:45 – 12:00	10:45 – 12:00
Lunch Time	12:00 – 12:45	12:00 – 12:45	12:00 – 12:45
Session 3	12:45 – 3:00	12:45– 3:20	12:45 - 1:15
			Childcare available from 1:00-3:15 if required
Total Hours of Education per week	25 hours and 50 minutes	25 hours and 50 minutes	

Context for the proposed changes

During 2020 and 2021, the world has been through the COVID-19 pandemic, as part of our risk assessment and response to make school safe, Meadow View ran the system that is being proposed. We lengthened our school days and closed on a Friday afternoon and this has had an enormous positive effect on our pupils and the quality of the education they receive. Due to COVID-19 lockdowns, children may have missed up to 24 weeks' education, which is 62% of a full academic year. More than ever, we need to ensure that the quality of teaching and learning within our classrooms is the very best it can be, and having children continuously taught by highly trained teachers is the best option. Alongside this, schools are being asked to consider ways in which they can provide extra tuition for children, beyond the learning that takes place in the classroom. During the pandemic, the SLT have had regular feedback from all stakeholders. Here are some of the positives that our school community has noticed.

What our pupils have said:

- I think the early finish was good because it means that we get to spend more time at home with our families. Saturdays and Sundays can be really busy but we get to all be together on Friday.
- I get longer with my Dad as I only stay with him on a weekend.
- We still did all of our maths, reading and literacy learning on Friday so it's not like we're missing out any of our learning. I think it made us work harder because we knew we only had until lunchtime so we had to be focused.
- I get a half a day so my mum gets to pick me up. Then me and my mum get more time together before she has to go to work.

What our Parents have said:

- It's so much better with no swapping about. X knows every day who is going to be teaching him and he likes that.
- It's actually improved our quality family time. If we want to go away for a weekend an early finish means, we can or if not, it means the weekend and our time together feels longer.

What our staff have said:

- Having quality ring-fenced planning and preparation time has meant that I have been able to focus more on the individualised small steps of progression that children need to make and this has meant that the lessons have had more impact on target children.
- Being present in the class the whole time has meant that I'm not leaving lessons for others to teach. This means that I have a better understanding of the assessment that has taken place during this lesson and therefore any assessments can be followed up quickly.
- Having the same teacher and teaching assistant in the class all the time has led to us knowing all of the children on a more personal level and we have been able to meet their emotional needs more.

What is the rationale for the change?

The Governors and School leadership team believe this change will have a significant impact on the School's ability to provide an exceptional education for our students.

1. **We want to provide better mental health support for all of our children.**
 - a. Children will be able to build better relationships with emotionally available adults that they rely on and who are consistent in the lives.
 - b. Children with social, emotional and mental health difficulties often struggle to form trusting relationships with others. When the adults continually change in the classroom, this puts these already vulnerable children at a disadvantage other pupils.
 - c. There are increased mental health worries in society which has been exacerbated by the COVID-19 pandemic and therefore we have more children who need social and emotional support in school.
 - d. TAs will be pulled to cover less and therefore, focused mental health support can be provided more regularly by a trusted, consistent adult.

2. **The quality of education will improve in the classroom as the teacher assigned to the class will deliver all of the children's learning (other than when senior leaders have their allocated management time)**
 - a. The teacher and teaching assistant who know the children the best and understand their gaps will teach all of the children's lessons. This will make for smoother transitions from lesson to lesson and enable better progression and sequencing of lessons.
 - b. Teaching Assistants will have more availability to run intervention groups for targeted pupils.
 - c. Teacher's will have their PPA in the Friday afternoon time. This will not be time away from pupils and therefore it will not impact negatively on the children's attainment.
 - d. Having PPA on a Friday afternoon will mean that Teachers have the assessment from the whole week available to them to inform the planning for the following week. This will lead to better sequencing of lessons that are pitched more closely to children's needs.

3. **We will be able to offer individual tuition programmes for identified pupils that require it.**
 - a. It is widely recognised that often children from challenging socio-economic backgrounds do not perform as well as their peers. At Meadow View we want all children to reach their full potential and therefore this system would enable us to offer tutoring in addition to the statutory learning time for targeted children.
 - b. Current research is showing that the lockdown period has impacted the socio-economic deprived families more than more affluent families. We therefore have a moral responsibility as a school to explore and seek options which can address this issue.

4. **Behavior is improved when the teacher is in the class and the children have consistency and therefore this model will improve children's behavior during lesson**
 - a. In the academic year 2019-20, there were 7 exclusions in school from September-March, however under the COVID-19 system where teachers are in class all of the time, there have been no exclusions in the same time period.
 - b. Behaviour is a key area in which Ofsted asked us to improve during their 2019 visit. The system of closing on a Friday afternoon is addressing the issues identified within the Ofsted report.
 - c. Relationships between staff and children and children and their peers will be greatly improved by bubble staff supporting all social times as this is a time when social awareness and relationships can be at the prioritised
 - d. During pupil voice activities, children report that they prefer the teacher to be in the class because the other children behave better when they are.
 - e. Standards and behavior expectations will be consistent as the same staff will be in the class at all times.

5. **The quality of teaching and learning that Higher level teaching assistants (HLTAs) deliver will be improved as they will be able to focus their training and development on the specific year groups they cover regularly rather than having to move around school and teach children in F1 all the way through to Y6**
- a. Higher Level Teaching Assistants will be used to cover management time for school leaders and this cover will be limited to two classes. This will mean that they will be able to focus their professional development towards the one or two year groups that they regularly teach.
 - b. Higher level Teaching Assistants will have better relationships with the children in the classes that they cover as they will be limited to who they will teach.
 - c. There will be a seamless transition when HLTAs cover management time for the school leadership as they will know the class routines, expectations and standards better.
6. **The quality of lunchtime supervision will improve and will lead to less issues and conflict**
- a. Lunchtimes will be supervised by staff from the class so that children who may be less confident, still feel safe and secure during these times knowing that there is an emotionally available adult that they trust with them.
 - b. This model will mean that lunchtimes are supervised by the Teaching Assistant from the bubble, who has increased training on behavior management to deal with arising situations. This will then mean that any issues that occur at lunchtime do not spill into the classroom and impact negatively on learning time.
 - c. The three school rules of Aim High, Stay Safe and Be Kind, that are used and taught so well during class time will be extended out onto the playground and children will be expected to adhere to them during this time as well as in class.
 - d. Whilst using this system during the COVID-19 pandemic, the number of incidents occurring on the playground has significantly reduced and this has led to happier children.
 - e. EHCP and SEND Children who require specialist provision will be better supported through this model.

Questions and options that have been considered by the SLT and Governors when thinking through this proposal:

What benefits can we expect?

- Greater support for children's mental health needs
- Fewer behavior issues at lunchtime
- Better behavior in classrooms
- More consistency and security for children
- Effectively used PPA time that impacts on children's attainment and progress
- Increase in targeted interventions that children can access
- Better quality Teaching and Learning in the classroom

Why not keep the hours as they are?

- We wouldn't be able to keep consistent staff in each class to support the children
- Behaviour is not as good in classrooms when the teachers are not there and this impacts the learning of others.
- HLTAs do not have the specialist knowledge to teach all year groups to the same level that a teacher does.
- Highly trained, emotionally available adults can provide increased Mental Health Support for children currently we cannot provide this support.
- Tuition groups would not be able to run.

Why is learning not as effective when HLTAs (Higher Level Teaching Assistants) cover the PPA time in classes?

HLTAs are not trained teachers. HLTAs have completed additional training that has led to them having the status for them to cover a class and teach in a teacher's absence and they attend all of the school continuous professional development programmes to enable them to understand good quality teaching and learning. However, in order to cover all Teacher's PPA and management time, what is often asked of them is that they cover a wide variety of year groups across school and therefore they do not attain specialist knowledge. HLTAs can be in F2 in a morning and then in Y5 in an afternoon. These are 2 very different year groups with two completely different curriculums. This can present a challenge to the teaching assistants.

The other aspect of this question is relationships. Because HLTAs are asked to move from one class to another repeatedly, it is not possible for them to build relationships with all the children on the same deep level that consistent staff could.

Why does behavior effect other children's learning?

As you are aware, Ofsted have identified behavior as an area where the school needs to improve. Negative behavior can disrupt classes, upset other children, effect the mental wellbeing of the class and demotivate staff. This is not what we want for the pupils at Meadow View. Children who attend our school should be proud of each other's behavior and feel safe and secure at all times.

Will the children lose out on learning time?

No, the learning time has been re-organised so that the children are still accessing the same number of hours, they are just structured differently. If anything learning time could be gained by those children who need it most through the possibility of tutoring on a Friday afternoon.

What will working parents do if there is no school on a Friday afternoon?

There will be childcare available from the end of the school day until 3:15pm that children of working parents could access if required.

Will it affect attendance?

As school is closed there is no expectation for children to be onsite and therefore this will not affect your child's attendance.

During the pandemic, we have been closely monitoring the attendance figures and closing on a Friday afternoon has not affected the school attendance figures.

Why not get rid of teacher's PPA (Planning, preparation and Assessment) time and keep teachers in class all week?

Teachers have a legal right to PPA and therefore it cannot be removed. A school's responsibility is to ensure that this PPA time is used effectively to plan for the needs of the children in each class. When used effectively, PPA improves the quality of what is delivered on a day to day basis.

Why not pay staff to work longer hours and complete the additional tuition after school?

School budgets are feeling enormous pressure at the moment and therefore there is no flexible income that could be spent on this. The school need to work within the current contracted hours that are available to staff.

The consultation process

We aim to consult as widely as possible and hope to gain the views of all parents, staff and students, as well as those connected with the local authority and the JMAT academy. No response to this consultation will be received as a 'I would be happy with either option' response.

The consultation will run from 28th April 2021 to 14th May 2021. All responses should complete the proforma below for consideration by the Head Teacher and Governing Body.

Following the consultation period, if there are to be any changes in the timings of the school day, parents will be notified by the end of May. This will give parents and carers three months' notice of the change before it comes into effect.

The Governing Body is keen to enable all stakeholders to make a well informed contribution to the consultation, but will respond to comments and questions where possible.

Consultation Response Form

Proposal to change the School day at Meadow View Primary School from September 2021

Please return the form to school by 14th May at 9am

Name of person responding: _____

Interest (tick all that apply)

Parent	
Carer with parental responsibility	
Governor	
Staff	
Pupil	
Local Authority representative	
JMAT representative	

View point (please tick)

I agree to support the proposal made	
I do not support the proposal made	
I would be happy with either option	

Please comment on the proposal in the space below.

Please add additional sheets if necessary.