St. Michael's Church of England, VA, Primary and Nursery School

Curriculum Committee Minutes

Tuesday 21st January

Attendees: Eleanor Milligan, Mary Evans, John Neenan and Julie Phillips
Apologies: Jack Branford
Also attending: Fiona Tibbitt as clerk

1	Welcome: EM welcomed everyone to the meeting, JB had sent his apologies.	ACTIONS
2	**Confirm minutes from 3rd Dec** The minutes were approved as a true record of the meeting. **Matters Arising** The action point to cross reference the following policies with the curriculum policy has started in staff meetings and will be continued; Teaching & Learning policy, Assessment policy and Marking & Feedback. Sparhawk – JN, JP, LH and KJ will be visiting Sparhawk Infant and Nursery School to look at phonics and at early years planning to see how it flows into KS1 in their school. (*Due to events taking precedence at school JN will not be going on this visit)* EM suggested staff read the blog from Jill Jones on the Ofsted framework and myth busting. It says synthetic systematic phonics starts in reception. The school can use this if they are questioned again as to our rationale for not beginning phonics teaching in nursery. Governors felt that Ofsted gave a retrospective grading so far as the EYFS was concerned; as their reasoning was based on their thoughts that if current year 3 children aren't fluent readers then the early years was not good enough. From EYFS discussion forums, it was noted that each inspector interprets the framework slightly differently. There was a lot of discussion about working smarter rather than working harder.	
3	**School Improvement Officer visit – Micky Harcourt Heath** JN advised the meeting with MHH had been productive and he and JP were able to show her a lot of what has already been actioned. MHH	

	hopes to attend some specific governor meetings and is also looking for support for JP in her role as deputy head. Her objective is to help St Michael's become a 'good' school, MHH is looking at the curriculum and leadership. Governors felt, following Ofsted, that they hadn't fully understood the SIB's remit and wish to ensure they have a clear remit of MHH's role now. MHH advised that we will be entitled to 3 supporting visits from an NLE representative. JN can pinpoint a specific area for the HT to do a deep dive into. Teachers would appreciate practice in being grilled. JN will investigate other local heads doing deep dives too. Governors suggested having an Ofsted ready folder with the statutory documents with key passages highlighted and blogs/research/advice highlighted to back up why certain pedagogies are chosen. Governors questioned if the curriculum implications had been looked at from the funding perspective due to the nursery change. JN confirmed they were, particularly at the two finance meetings in November. There was concern that as nursery children wouldn't count towards school number on roll it would affect funding for the school. JN explained that nursery funding was currently separate from the school's NOR so this wouldn't change. One person has been highlighted for the lead role in nursery, but it was agreed another 1.5 staff members would be needed and would need appropriate job descriptions. The need for a nursery manager was discussed and for a skills audit to ensure there were appropriate nursery practitioners in nursery and TAs in the main school. It would need to be clear who would be expected to speak to Ofsted inspectors. It was discussed whether this was all needed ahead of the FGB meeting on the 3rd, however it was felt there was time to do this before the change in September and it was important to move with the agreement to convert the nursery to a S27 so plans and consultations can be moved forward.	

	Governors asked if the current nursery teacher has been offered support and it was confirmed she has and as she has the same lunch hour as other teachers, she does not need to feel isolated. All were reminded that there is always mobility within a school, changing which year group a teacher has is normal practice.	
4	SIDP development There was a lot of discussion about the proposed SIDP and the way the priorities had been separated. It was agreed that early years should be integrated into the areas of the curriculum. All subject areas need to hold up under a deep dive and the SIDP needs to reflect the imminent SIAMS inspection. After much deliberation it was agreed that; Priority 1 - should focus on the progression within the curriculum for improving reading, maths and RE. This will include assessment, resources and training. It was commented that literacy is now referred to as English (or reading and writing) apart form in early years. This would include phonics and using Word Aware. Training for reading was discussed; KJ, SL and LH have attended a Word Aware course and KJ and SL have read the book. JP is currently reading a 2018 study on Ending the Reading w Wars, saying that there is proof that children learn to read using phonics and once they get to a certain level other skills come into play. Once JP has finished studying this, she will produce a Progression in Reading Skills document for all staff to understand. In nursery children aren't expected to recognise the printed word but are learning and understanding vocabulary. JN has booked 4 twilight training sessions, 2 on Word Aware and 2 on Accelerated Reader, these are for all staff. There was discussion as to how the different schemes marry together, JP explained that book bands start in early years to KS1 going from lilac to white (the fluent reader) from there the pupil will start on Accelerated	

	Reader. This would normally be at the start of KS2 but could be earlier or later depending on ability and attainment. The progression documents will have all the information to show how they marry together with Word Aware as well. Priority 2 - Will focus on all progression within all other areas of the curriculum overviews, including skills progression and age-related expectations. This will include the new RSHE curriculum. It was discussed whether more training in 'planning in the moment' was needed and noted that the current full-time nursery TA is as skilled as the teacher in planning in the moment. Staff development will be looked at once the staffing structure has been decided. Priority 3 – Will be to ensure the school is ready for the SIAMS inspection Priority 4 – Will be to manage the structural changes to the school and new nursery, ensuring provision is in place for September 2020 as the school grows to a five-class primary & nursery. The first priority will be to ensure there are 5 class bases for September 2020. It was agreed there does not need to be a separate premises plan as this is included in priority 4. Priority 5 – Will be to improve monitoring throughout the school to ensure outcomes for all children are positive. This will include assessment and pupil progress with action points to upskill in effective monitoring. Pupil progress meetings have already taken place aswell as learning observations. SEND provision will be included throughout. Governor action plan –this won't change greatly however governor monitoring and appropriate challenge and support will be added, specifically understanding how and why.	

5	**Monitoring focus discussion – for governor in school week – what and how to monitor and how to record it** Governors asked what would be useful for governors to monitor here and now? JN suggested governors look at changes in reading and what has been implemented at classroom level since the inspection. Also looking at RE books and seeing work for the new age-related expectations for RE. It was questioned how this would link to the SIDP, JN will try to get priority 1 completed and create a governor friendly copy with action points and a blank to be filled in. Governors can look at the work done on reading such as different forms of tracking and monitoring and the new reading records with level related 'I can statements.' JP offered to produce a checklist of what they should be seeing so governors can check consistency across the years. Governors were keen not to make extra work for anyone. It was agreed the rationale behind the changes don't need to be written down, governors will ask JP the questions to add to their monitoring. It was suggested that governors add their background to the monitoring forms, if they feel it is relevant, so that it will back up the evidence. JN confirmed once action has been taken, he files the monitoring forms and he has a chronology of the visits alongside his own monitoring. It was agreed the monitoring forms can be different depending on the area of the SIDP being monitored.	*JP to produce a checklist of what areas of consistency to monitor for reading.* *Monitoring template to be tweaked to include governor background.*
6	**AOB/ Correspondence:** MHH report was received. JN been asked to be part of a working group of 12 teachers to represent the different council areas in Norfolk in order to lobby the LA. He will be joined by Penny from Queens Hill Primary and Imran from Buxton. This will involve 1 meeting a term.	

	JN has received information from the WENSUM English hub through The Wensum Trust. He and JP are going to attend a session on 5th Feb to learn about phonics etc and can claim £500 back for this. They will also have a school learning walk around Arden Grove School.	
7	**Date and time of next meeting**: 17.03.20 4.30pm	