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

Curriculum Committee minutes

Monday 23rd November 2020

Attendees: Mary Evans, Julie Phillips, Eleanor Milligan and John Neenan

Apologies: None

Clerk: Fiona Tibbitt

Key: Challenge, support, SIAMS

	Item	Action	By
1	**Welcome:** EM welcomed everyone to the meeting		
2	**Election of Chair:** ME proposed Eleanor continue as chair, JP seconded this and all approved.		
3	**Matters arising out of minutes from 21st January 2020 –** The minutes were approved at the FGB meeting Matters Arising: The visit from Bob Shrewd, NLE, has not happened yet due to COVID. It was suggested there be an evidence folder of research into pedagogies ready for Ofsted, showing the research used to inform decisions. JP explained this evidence will be included in the subject leader folders which they would take with them to any conversation with Ofsted. JN and JP have reminded teachers to produce this for their folders and shown examples of what is needed in staff meetings. Governors will ask to see the subject leader folders when monitoring, this will be added to the governor monitoring template. Governors asked how the progress of transition for the new nursery lead has gone. JN advised it was seamless, EM has taken what was already good and has made it her own and improved it. It has been useful having the PPA time at the same time as KJ so they can bounce ideas off each other, she has put together an IEP for a child with JN and talked about how to support parents. JN feels nursery has gone from strength to strength. JP confirmed she has a checklist of areas of consistency for monitoring. She has completed training for teachers on recording reading to ensure consistency, such		

	as being specific, writing the word and showing dot or line to say if it was sounded out and a tick if blended. JP explained that with higher level readers it needs to be clear what the teacher wants to see. Going past the fluency to comprehension and thinking about breaking up longer words using suffixes and prefixes. This is an ongoing work in progress.	*Add research evidence in subject leader handbooks to the governor monitoring template.*	Teachers and SLT
4	**Policy Review:** a. Teaching and Learning policy b. Assessment policy Governors approved both policies as they are, but they will be carried on to the next meeting when they will be combined to avoid unnecessary duplication. Governors asked if all the school policies could be placed in a folder on the hub.	*Policy folder to be uploaded to Governorhub.*	JN & FT
5	**Curriculum update document (JP) review** JP had shared the updated curriculum review prior to the meeting with updates in red. She has completed a review of progress made toward the 'What we need to do next' action points. Governors asked how the quality and the progress made using RealPE is monitored. As the current projector and laptop are not working well this has hampered the implementation of RealPE. A new laptop is being purchased from PE grant funding. It was confirmed that staff are putting plans in place to use if the technology is not working. There was discussion about how good RealPE is when the IT is working effectively. There are clear plans and video clips showing how the children should be progressing which allows for effective monitoring of progress. RealPE poster are to be placed on the noticeboards in the Ark and each unit comes with story book which can be used without IT. The multimedia cabinet has finally been delivered. JP advised that KS1 TAs are being tasked with looking after PE equipment	*Progress on PE to be monitored* *Posters to be displayed and story books accessible and IT to be*	DH & JN Teachers and TAs

	following their performance management. They will liaise with teachers to arrange time to do this so that the equipment is ready to use when required. JP explained ways to highlight where each child is in particular units i.e. knowledge of animals- greater depth, knowledge of materials - expected.	*updated.*	
6	**SIDP – priorities for this academic year** Governors asked what are the priorities as far as curriculum is concerned? Why have these areas been chosen? As highlighted in the SIDP priority 1 and 2 there is a high-level focus on reading. JN has observed phonics and reading lessons and will continue to provide more evidence of good practice. Accelerated Reader is almost up and running. There will be more data to look at by the next meeting. PE is another priority area as mentioned earlier. RSHE has a strong focus as the curriculum is new. The second lesson is taking place this week. Families of each year group have been emailed the lesson plan so they know what areas are being covered and what language will be used to allow for transparency. Governors asked how accessible the RSHE policy document was for parents. JN advised it was aimed at an 11 to 12-year-old being able to read it. Priority 2 Governors asked what was in place for the 2021 Early Years changes and what training is required for the revised framework? JN advised that all early years' practitioners have read the revised framework and KJ has gone through it with a fine-toothed comb. The main change seems to be the profile goals at the end of the year but she is ensuring we are aware of any tweaks and have all the info necessary to successfully implement the new framework. KJ is not 100% sure EEXAT is the best platform for the new changes, it isn't helped by the fact EM and LH tried to complete an Early Excellence training webinar and couldn't access it. The best platform to use is currently under review. JN has been in contact with the county Early Education team to see what training, moderating and networking are being arranged and if there is a whole county approach. They will have more information once the early adopters have trialled the framework. Currently they are carrying on with good practice. There are certain areas which have been removed from the goals, such as telling the time,	*Reading monitoring for next curriculum committee meeting.* *Update on observations and impact.*	EM & JN

	this will still need to be taught. Tracking of pupil progress should be the same under the new framework but some areas won't have to be reported on such as shape, space and measure. Priority 3 Monitoring - governors were keen that JN and JP ensure there is time to fit everything in. They advised it can be changed if need be but so far working well it is and keeping up with it. They are completing deeper dives in certain areas and a lighter touch on others. JP and JN completed a reading scrutiny before half term and after half term looked again at the monitoring folders, lesson observations and reading with children so they are getting a comprehensive overview. Governors questioned the schedule suggesting there is no monitoring identified until after Christmas. Governor monitoring is occurring remotely in the autumn term via FGB and committee meetings. There has been county scrutiny twice from MHH.	*It should be made clear that monitoring is being conducted remotely by committee in the autumn term.*	
7	**Baseline data collection 2020 –** Governors questioned how teachers are assessing starting points and how they are addressing 'gaps' in knowledge and skills? Phonics data has been covered very well. The phonics trackers have been useful to give children a score and then see progress, some children had dropped back during lockdown, but many had kept up using the videos posted on Facebook in lockdown. Y1 had dropped back a lot but have now made good progress. JP explained that the data is linked to where they should be, for example in Y2 they should know all phase 2 to phase 5 words, in Y1 they should know phase 2 to phase 4. This has been assessed and the total increases throughout the year are in line with the planning. If the phonics results are not reaching 80%, more interventions will be put in place.		

Commented [EM(-S1]: GInsert word 'identified' as in 'No monitoring identified' (on the schedule)

Commented [O-SMCOEVP2R1]:

	Beech class data shows a dramatic step up from September to now, the impact is clear. A lot of children needed time for the knowledge to come back from before lockdown. TP is doing extra phonics lessons to address the gaps throughout the day. Teachers are thinking carefully about the activities the children do using review/revisit. The lower attainers have 1 to 1 interventions with precision teach. Phonics sessions, interventions and whole class activities throughout the day such as games on phonics play website add to progression. Governors thanked JP for her clear tracking sheet.		
8	**Monitoring – schedule/responsibilities/approach** It was decided that a 4th question should be added to the monitoring template for governors to follow up asking how the teachers know they are reaching age relating expectations? With how do you support those who are not meeting age related expectations? Governors will use the schedule put together by JN and OC.	*Question to be added to the monitoring template*	JN and governors
9	**Home learning readiness** Governors asked what measures have been taken for self-isolating pupils and/or lockdown/closure circumstances. The school routinely uses the Purple Mash platform for computer teaching from year 1 up. Therefore, the children are familiar with using the laptops and know how to look for topics, get onto the blogs and log on in the first place. If there was a full national lockdown all classes have an emergency week planned for learning. It will be a multi-cultural week incorporating English, maths, geography, history, music etc. During this week teachers will plan for the weeks going forwards. Governors were impressed with the planning in place. The phonics videos are still available from the last lockdown and parents have found them useful in helping their children. Those families who have previously struggled with technology will receive a printed pack and a covering sheet with what to do. Those who have had to self-isolate due to family member with COVID will receive a week's worth of work which also links to what is happening in the classroom.		
10	Correspondence: None, JN is looking at VNET as an education challenge partner and asked the Diocese if they provide any support.		

11	Date and time of next meeting: Mon 25.01.21 4.00pm		