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

Curriculum Draft Minutes

Monday 25th -January 2021

Attendees: John Neenan, Julie Phillips, Eleanor Milligan
Also attending: Fiona Tibbitt (clerk)
Apologies: Mary Evans

KEY: SUPPORT, CHALLENGE, SIAMS

	Agenda Item	Actions
1	Welcome:	
3	Matters arising out of minutes from 23rd November '20 What do we know about age-appropriate remote learning pedagogy? (e.g screen time/use) JN advised that JP is leading brilliantly in reading etc. JN has researched remote learning pedagogy. The hours a day different Key Stages should be learning at home is 3 hours for KS1 and 4 hours for KS2. Teachers are trying to provide work that will take the children away from the computer screens. Some work is active, especially for PE or using paper so handwriting skills don't suffer, and the children are not sat in front of a screen for 3 to 4 hours. Progress on materials in Ark for PE – have they been made available? 2 TA's have sorted out the PE cupboard and everything is clearly labelled. Posters will be put up when that module of PE is being done. The booklets can be stored in the media trolley.	
4	**Policy Review:** What progress has there been on the Teaching, Learning and assessment policy? The 2 policies have been amalgamated now, JN is just waiting for all the curriculum statements from staff members.	*Curriculum statements to be added to the Teaching, Learning and Assessment Policy*
5	**Curriculum update** What progress is being made and what updates are there in Reading and Maths? Accelerated Reader has started, the majority of books are labelled and marked up. All the children in school will have a book at the end of this week. JN is putting together a letter to parents who are home-schooling to	

	explain how the initial assessment takes place and give individual log ins. All children in key stage 2 should have completed their assessment and have their first book by half term. This will enable children at home to practice reading comprehension. JN is having training on how to analyse the data. Governors asked for this to be brought to the next meeting. JN advised pupils will have access to the MyOn online library for those who can't collect physical books. The aim for children to read daily was discussed. Ideally in two 10 minutes segments. Teachers will be listening to the children in all year groups read at least once every 2 weeks. This has been a focus since January 2020 and trying to ensure this has been happening since September 2020. As a lot of money have been invested in Accelerated Reader the school needs to ensure it is adding value to the children's learning. More pink level books are being purchased. JN advised that parents can collect books on a Friday and return previous bundle. Updates on maths? Teachers are using NCETM following the long-term plan that would be used if the children were in school. Feedback from parents has been good and, in general, children are keeping up with it. JP has done a lot of work with this. As the implementation had only just started pre lockdown it is currently hard to monitor the impact. The need to ensure more able children are extended and look at scaffolding for less able children in KS2 was emphasised. Teachers are developing knowledge in how to do this remotely. JN discussed supporting the NQT who has had his NQT year in 2 schools and through 2 lockdowns. He is producing good quality work for an NQT and JN will ensure he is supported in moving forwards.	*Accelerated Reader data to be brought to the next meeting.*
6	**SIDP/post ofsted targets – priorities for this academic year** The school is continuing to focus on Maths, RHSE and EYFS. EYFS Update – implementation of new framework – KJ is looking at how assessment will work with the new framework and change of progress goals. Governors were pleased to see allowance for children progressing at	

different rates and discussed how assessments don't need to be wrapped up in finer details. Ie. talking about wheeled vehicles rather than bikes, tricycles and scooters etc.

Governors discussed the importance of knowing your children and your community; what skills do the children need to be active citizens of Aylsham and the church community. Also, what do they miss from their immediate surroundings and what can the school bring in from the wider world. JN confirmed this is a focus. He is looking at the school's curriculum and what it looks like at St Michael's from each point of the inspection framework. They have found the progress models through the new EYFS framework are good but miss out on diversity, other cultures and religions. These may not be in the standard curriculum but are still important at St Michael's. They will be integrated into all parts of teaching. The teachers are ordering a broader range of texts that look at different cultures and come from different cultures. Looking at books about people such as Harriet Tudman and Anne Frank to build on strong female characters. It was suggested this could be done for of a variety of artists, not just looking at dead white artists, but looking at current artists from different cultures.

How are subject leaders looking at resources in different areas? Are the schemes diverse?

The school is using Charanga for music and Kapow for art and DT. JP and JN will be monitoring how diverse they are.

Is staffing adequate to ensure consistency and progress in EYFS?

The focus is maintaining the progress made in EYFS since KJ has been back and continuing this forward when she goes on maternity leave. As the current St Michael's team will stay in place and following KJ's lead this feels more secure, they have been sharing the same remote training sessions so are all on the same page. However, as LH doesn't have the same experience as KJ, JN feels it is important to keep EYFS as a focus on the SIDP.

JN advised he is currently advertising for 1 day a week in the reception class, the closing date is 5th Feb with interviews on the 12th Feb. KJ and LH will be involved in the process. The applicants will be asked to send in a

	remote learning video of a phonics lesson and the interviews will take place via Zoom. JN is also looking for 1 term cover as SL leaving in KS2 at Easter. From September only 3 days a week will be needed as SB will be back from maternity leave.	
7	**Health and Wellbeing** What is being done to ensure health and well-being in staff/children/families? (e.g. screen time, workload, responsibilities, access to support, recommendations). Staff are not in the building more than 4 days a week. Teachers are having at least 1.5 days a week at home and TAs 2 days home working, doing school tasks and online CPD. JN is ensuring he is protecting public money by using the time to upskill TAs and forming a consistent approach across bubbles. Vulnerable children are invited in as much as possible and split across the week so more children can have access. There are more Key worker children in KS2, up to 15 children are in on some days. Children in school have access to pastoral work and well-being support. KC in KS2 has put together a lot of well-being material which is published on Purple Mash for families to access at home. JN, FT and teachers are calling around and talking to families. Support is being given for technology. JP advised that families have been emailing to say how children are getting on and uploading work to Purple Mash. This has ensured she has had contact with all of them either by phone or email. JP uses Purple Mash to record voices messages for the children about their work to give feedback and help them feel connected. LH has arranged Zoom chats for Early Years such as reading a story and having a scavenger hunt. She is also doing Zoom phonics lessons. JN is leading Zoom Collective Worships Monday to Thursday with the Celebration Assembly on a Friday. KS1 and Early Years are proactive at feedback and commenting on children's work. KS2 are being guided to increase this in the staff meetings and not just rely on phone calls. What support are you receiving (diocese, county?)?	

	The school is very supportive internally, a bit like a loving family. JN advised he feels supported as head teacher. The Diocese have been in contact via Jon Moule and offered Ann Cottingham and Paul Dunning's support. JN knows MHH is available from NCC if needed and gets a lot of support from Headteacher colleagues, such as the Friday coffee and chat via Zoom. FT is getting support from the online forum of the Association of Business Management in Norfolk Schools. JP advised teachers and SLT need to accept that good enough is ok at the moment, staff can't be expected to give themselves too much of a hard time if not everything is done. JN asked governors to ask staff how they are doing during the monitoring as he is concerned for their well-being. Governors asked if he has Zoom meetings for staff. Teachers have one every week and the Early Years team have a weekly Zoom too. Support staff have socially distanced face to face conversations. How are staff coping with the demands of their jobs and their families home schooling? JN advised that everyone is on the edge, there are plenty of extra stresses from outside as well as in school, it is the unseen things that JN will try and pick up on to offer support. Half term will be really important, especially for teaching staff, to allow them to switch off. Their workload is double currently, especially for the NQT who is starting out and juggling lots of balls. JN has been encouraging him to have at least one day off at the weekend. What feedback are you getting from families regarding their wellbeing? One family are struggling due to literacy levels, booklets are being sent home. One family has received 3 tablets from the Rotary. Week 3 seemed to be the breaking point for a lot of people and JN is having to make a lot of supportive phone-calls and emails. Children are finding it hard not seeing their friends and sitting at the computer all day.	
8	**Monitoring**	

	What does Pupil Progress data from 1st half term tell us about teaching and learning in the school? Phonics data shows significant increase in children's phonetical ability. Of the year 2 children in attendance pre-Christmas, 90% passed the phonics test and all have made progress even if they didn't pass. This is a testament to the way JP has organised the teaching. In year 1 progress has been really good, although attainment levels are not yet good enough, this is to be expected as they missed a significant part of the reception year. Progress is down across school, 5 is the expected level and a lot of children are at 4 so only need to move up one step. If the country had not gone back into lockdown, JN feels secure that by February half term the children would have been back where they should have been at the end of last year. The challenge is now to stop them falling back again. OC and MHH grilled JN on data and this showed how close the data was to being back in line to where they wanted it. In year 3, 4 and 5 almost each child has a pen portrait that can go with them regarding SEN, PP etc. In year 4 there are 9 disadvantaged children and 6 with SEND and Safeguarding files. PP expenditure was discussed, it is largely on support staff to allow for small group or individual interventions as well as subsidising extended schools for PP children and other resources. Can you show the impact of these interventions? Yes, via Salford Reading levels, Accelerated Reader and Boxall profiles. How many PP children are in school? Between 7-9 on different days. Others are being regularly contacted and the conversations logged on My Concern. Is there anything else from data to be noted? There will be certain gaps especially year 4 which needs to be unpicked. Year 3 is strong in maths, there are 12 boys and 5 girls. Reading is picking up with being a strong area of focus.	
9	**Home learning strategy**	

Reflection on the multicultural week (1st week of Lockdown) any lesson learned?

Multicultural week was used pre-Christmas when the KS2 bubble had to isolate. Teachers were keen to get stuck into the half term as didn't want to lose any time. The hard work preparing in the autumn term, discussing how remote learning would work and looking at Purple Mash, paid off and they were able to use it straight away.

TP has been absolutely fantastic exploring different ways of using videos. JN and JP have been impressed by her resilience and perseverance.

Governors hoped she recognises how well she is doing. She embraced chapter book reading as soon as it was introduced and is adding notes to blogs etc. All teachers are using blogs and videos well having learnt lessons from the last lockdown and what worked well.

Feedback has been good from the SIB and MHH re remote learning.

EYFS are doing live Zooms and KS1 and 2 are planning this for after half term to underpin the knowledge so far.

Can children message each other on Purple Mash? Yes, they can email each other, and teachers authorise the messages first. A lot of KS1 and KS2 are interacting online.

3 KS2 children who have been struggling with work at home are coming in for a couple of afternoons to get extra support. They will be socially distanced from other children.

The Purple Mash blogs are very positive. Teachers can see a child responding to piece of work to say they have done it and/or type a sentence in. JP has a Show and Tell on the blog where children will upload photos.

What range of strategies/platforms/formats are being used going forward – any updates/changes?

How is quality of teaching materials/approaches being monitored?

JN is logging in daily and cherry-picking videos to watch and doing remote lesson observations. He had timetabled in maths observations so will do this for online lessons, as he has been for the NQT observations. OC had commented that ZK's lessons showed good subject knowledge and

	delivery. What are the levels of engagement across the Key stages? There is a lower level with boys in KS2, this is being targeted by contacting the families and trying to facilitate those that aren't accessing the work to be able come into school at least one day a week. ZK is regularly phoning as well. Governors congratulated everyone on the work being done.	
10	Correspondence: There has been lots of positive feedback from families. JN has printed off a lot of it. A couple of parents have emailed to say they are struggling but no negative feedback. Do you have a lot of people isolating from Covid? There have been no more cases from anyone attending school. Some parents whose children are at home have tested positive. School staff are now testing themselves on a bi-weekly basis.	
11	Date and time of next meeting: FT will send out options.	