St. Michael's Church of England, VA, Primary and Nursery School
Draft Curriculum Committee Meeting Minutes
Monday 14th June 2021

Attendees: Mary Evans, Eleanor Milligan, Julie Phillips and John Neennan
Also attending: Fiona Tibbitt (clerk)
Apologies: None
KEY: Support, Challenge, SIAMS

	Agenda Item	Actions
1	Welcome Eleanor welcomed everyone to the meeting.	
2	Matters arising out of minutes from January 2021 EM proposed the minutes were accepted, JN seconded this and all approved. Matters arising: All matters arising are on the agenda. Governors discussed looking at intent and impact for PP children. JN explained that it was taking a lot of children a long time to redevelop behaviours for learning. Governors stated that ensuring interventions are worthwhile is essential as well as ensuring they are consistent across classes. JN advised the current staff group are consistent and wanting to work together on same page, they are all following the same approach. Governors felt it was positive that St Michael's Way is taken on board by all staff especially when looking back at the Ofsted report requiring consistency across year groups. JN, JP and SB decide the best approach, and this is filtered down.	
4	**Policy Review:** Update on Curriculum, Teaching and Assessment Policy, this is ongoing but should be completed soon.	*Curriculum, Teaching and Assessment policy to be carried forward*
5	**Curriculum update** The reason for changing to Reading Vipers and White Rose were discussed. JP has completed a lot of research (including the EEF report) into Reading Vipers and what is needed in the curriculum. This has highlighted the importance of having appropriate reading skills to help with comprehension. DERIC covered too much and it was hard to unpick what was necessary. JN carried out 4 lessons observations of DERIC used by previous teacher. While the pupils were able to retrieve and decode the children weren't choosing to move	JP

onto the harder interpretation questions. Higher attaining pupils were going for easier questions.

Reading Vipers is linked to SATS domains, and the questions are broken into year groups. For KS1 the majority are retrieval questions and ensuring they fully understand this. KS2 up to year 6 SATs are more weighted on inference which a lot children find more difficult. They are having to think about what the text is saying and use the text to justify their answers. Reading Vipers teaches this and shows gaps in learning. It is specifically linked to the National Curriculum. In year 2 the whole class join guided reading then focus in on 1 skill on the board and then do it independently. Reading Vipers is developed by The Literacy Shed and has loads of resources, it allows for rich discussions and the plans are there for teachers, so they feel supported. The lesson plans cover a large variety of books, there are different comprehensions which focus on different skills. As KS1 and KS2 are able to use the same resource this aids consistency. JP is developing a clear structure for whole class guided reading including strategies for decoding etc.

In year 1 the focus is still fluency of reading. SB has developed a higher-level reading group in Y4 and Y5 and ordered texts to extend more able readers. Governors agreed the package sounded worthwhile and would be good for teachers well–being.

It was confirmed that comprehension skills are used in other subjects such as retrieval skills in history. Governors felt the consistency in teachers' language across years would work well.

White Rose for maths.

The previous NCETM scheme was too weighty, so it didn't ensure consistency. It is more of a training background for information than a scheme for work. There were no plans only Powerpoints which needed to be searched out. Making the sequenced worksheets was too time consuming for teachers. A textbook scheme was considered but this would have cost 1000 of pounds and they weren't very good and would have quickly gone out of date.

White Rose offers lots of support for parents and teachers. It was very responsive for lockdown and had lesson plans for the whole year meaning it fits well with

blended learning if in partial lockdown. There are pre-made videos for parents to use at home. This scheme is less than £200 and includes Powerpoints and worksheets for every lesson. There are also flash back sets of slides for the end of a topic enabling pupils to review prior learning. This includes assessments to see how they are doing as they go along and then end of year assessments. Again, this allows for consistency with the resources and worksheets. If teachers feel extra practice is needed, they can add to it.

One class cheered when were told they would have worksheets again this week.

The language and methods used are consistent across classes and pupils can be extended as well. It encourages children to think about what skill they are using at different stages. The importance of giving children time to think why they have chosen a particular method is encouraged.

Number lines which were previously used by some teachers didn't match consistently with other work. It is now clear what each class is expected to do. The year 2's are learning the column method and as they have completed practical learning about exchanging they understand the column method.

Mini maths is used in the morning to practice things they have already learnt – only 1 child who couldn't manage it the rest were confident.

Outcomes wanted from the two twilight sessions.

The aim was for the Senior Leadership to share their vision; for example a spider diagram to say what History should look like in St Michael's so this could inform INTENT statements.

There is a greater understanding of the KS2 curriculum and what we want as a school to ensure consistency, this will be on the website and in the Curriculum, Teaching and Assessment policy.

Research on curriculum development states not to work on your own.

EYFS will have a 1 year rolling programme however KS1 will have a 3 year rolling programme and KS2 a 4 year rolling programme. So each KS class can work on the same topics as other classes in the KS but targeted for the age group.

Science can't be included in this as it is specific to year groups.

There will be a theme for each term (3 per year) having unit titles for the subjects, 3 history a 3 geography units per year. This enables resources to be shared as well.

	JP explained it is really clear on how often we teach these subjects, and they are working on the do less but do it better emphasis, so studying history topic for a half term and geography topic for half term. Even though year 3 to year 6 will all be studying Egyptians there will be a clear progression grid of skills and attainment across the years, but they can also share resources, texts and artifacts. JP and JN will ensure consistent increase in skills in knowledge whatever the topic. If possible, it would be ideal for KS teachers to have some planning time together. The twilights ensure next year's topics are planned so teachers can get on with the unit plans. The whole year will be on a page so you can see exactly what it looks like at start of the year. This will also help with bringing in other links as they become apparent. Sparhawk School in Norwich which was judged outstanding on the new Ofsted framework work this way. They had a folder with the curriculum for the whole year so can see progression from EYFS to KS2 in one folder, this is the plan for St Michael's Way. Governors commented that in the long run this will reduce the workload for all staff and ensures the groundworks are built in younger years. It was confirmed the evidence for decisions is being kept so Ofsted can be shown why the school have chosen each specific way of working. Governors also felt this was particularly supportive for new teachers. (NQTs ECTs) EM thanked JP for all the information. JN commented on JP's passionate work ethic and how it has brought real focus, also now SB has returned she has the same enthusiasm.	
6	**SIDP/post ofsted targets – priorities for this academic year** New areas of focus for the new SIDP were discussed. It is clear some children have gone backwards in reasoning in maths, so work needs to be done to bring them back to speed. There is difficulty in getting/extracting the information from a worded maths question. This goes back to being able to retrieve information from a text so a whole school push is needed. Included within this is the need to extend more-able pupils ability to explain why. **INTERVENTIONS** need to be a focus for the curriculum and SEND, ensuring they are effective. The phonics scheme needs to be changed to ensure it covers the 16	JN

points set out by the DFE. The school has been developing a good structure for phonics but JP and JN feel there are some points that are possibly not fully covered. A DFE validated SSP scheme would ensure all is covered.

JP is looking for a scheme training and unified planning.

Speed reading and precision teach were questioned. They are still useful interventions. Governors asked if the White Rose videos could be used for interventions. They could be used to help fill gaps.

NELI is being used in Early Years but this takes a lot of staff time to complete we are looking into WELLCOMM as a further avenue of Speech and Language support/assessment.

The school will invest in guided reading books after seeking advice from the English Hub. The books need to fit with how we understand the Ofsted requirements and ensure they match the pupils current phonetic level. It was offered that they should also be interesting. JN agreed but highlighted that if you are working on fluency it would be a different book to looking at comprehension. There are high quality books such as the Julie Donaldson ones which are good for comprehension. Reading Vipers encourages an adult and child to share a book and gives discussion questions to follow. Reading Vipers will also help parents to understand the different types of reading skills. Governors commented that it was good to show that the school values parents reading to the children not just the children reading, it enhances the love of books. Parents can be a role model for their children, any exposure to hearing fluent reading is good especially if they are modelling funny voices. Repeating a book will also encourage the child to join in.

All agreed reading should be fun and there was the suggested to have story time with parents in KS2 to promote a love of reading.

JN advised that the current year 5s are going to a bookshop in Norwich. This will be a yearly event and they will have the book they choose, with their name in it, put it in the school library. They can then read the book when they are in year 6.

Other items to go on the SIDP will be;

The building project for the new nursery,

SEND provision including SEMH,

SIAMS – working with church, community and the well-being working group.

	JP, JN, SB and FT will breakdown the subsections	
7	**Health and Wellbeing** Subject leadership responsibilities across the teaching staff – Governors questioned if the workload is being spread across staff fairly according to pay grade. AS has taken on maths, JP is currently doing english, science, history and FS. AS is full time and an experienced teacher but pre threshold and will also be overseeing KS2 science and computing TP is post threshold but without a core subject. She leads Music, DT and art JN is discussing her taking on science next year but has allowed her time to adjust coming out of nursery into the main school. KJ will be back early 2022 and become EYFS lead again so LH will take on another subject. LC will take on another subject when finished her ECT (NQT) year. JN hopes to pass on RE and RHSE soon. Subject Leadership will being done in a collaborative manner. Governors asked if there was a generic Subject Leadership handbook. JP confirmed she has developed a Subject Leadership folder and overview. As well as allowing for consistency it means subject leadership is passed to another teacher the folder will have all the details contained. JP will keep science and English until she has ensured there is a clear structure she has a planned structure to get where they need to be. They can then be handed over with unit plans in place. Subject Leads will be monitoring teaching and learning and pupil voice. In teachers' performance management this autumn, JN can say from September 2022 you will be the subject leader for science for example, so staff can shadow and prepare for taking on the new role. EM commented that JP had strongly demonstrated (despite COVID) the amount of –reading and research she has put into developing the curriculum. She is a good role model and is ensuring there are clear reasons why specific pedagogies have been chosen. All subject leads should build on this and bring research and reading back to the staff meetings for discussion. The C of E values for education reading for the SIAMS inspection. JP explained that the subject leader folders have space	JN/JP

	for training and background reading, even if they are saying I've read this but don't agree because... Governors could see that over time JP will move into more of a mentoring role with full curriculum overview. JN agreed she will focus on monitoring and feedback as the long term aim. He cautioned the need for all to remember the need to check ourselves sometimes it can't all be done at once; the change has to be gradual and improvement is a never-ending job. There is an awareness of where we are and what we need to do.	
8	**Monitoring** What do end of year assessments tell us about progress over the year? Some assessments have been completed recently. Results are skewed with teachers leaving and not all children coming back when should have done. JN shared the anonymised baseline assessments for SALFORD reading in September and recently. Governors discussed the results in depth, overall there was progress with the gaps being narrowed. It was confirmed the lower attainers were to be expected due to specific SEND. The year trend is up with a couple who have gone backwards but still ahead of expected. Most year 4 and 5 s are being assessed by Accelerated Reader scores, year 4 are on track for an 80% chance in passing SATS. The year 5s scores are increasing too. JN advised caution as they are choosing which books to read and then answering questions but not writing answers on Accelerated Teacher. This need to be backed up with practicing writing full answers as well. There is great enthusiasm from staff and pupils, it is a team effort. Certificates are regularly given out and which class has done the best is celebrated. The Accelerated Reader report also shows the gaps that need to be filled. Governors asked if there was data for maths, JN advised there will be at the next meeting. He advised the maths tools for assessment are brilliant and provide so much information to pass on to parents and next teacher and for next steps. The school SOAP will also be fully updated using the End of Year data for Reading, Writing and Maths.	*Maths data to come to the next meeting.*

10	Correspondence:	
11	Date and time of next meeting: Next meeting will be in the autumn term when the SIDP will be agreed. EM thanked everyone for the positive journey the school is on. It was agreed everyone is happier and working towards a unified aim.	