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

Curriculum Committee Minutes
Tuesday 11th January 2022 via Zoom

KEY: Challenge, Support, SIAMS

	Attendees: Eleanor Milliagan, Chris Marriott, John Neenan Apologies: Julie Boyd, Julie Phillips	ACTION
1	Welcome: JN welcomed everyone to the meeting.	
2	Elect a new chair: JN proposed Eleanor Milligan continue as chair, CM seconded this and EM accepted.	
3	Matters arising out of minutes from 14th June 2021 The minutes were discussed and approved in FGB meetings. There were no outstanding matters arising.	
4	**Policy Review:** a. Curriculum Policy The previous Assessment, Teaching and Learning and Curriculum policies have been amalgamated into one clear 11 page document that fits with the school's vision statement and curriculum. Within the policy are hyperlinks to the new website. JN advised the school's SLT had discussed barriers to moving forward on SIDP to ensure the Curriculum policy is implemented successfully. Reading is a concern as there are many children with no books at home including nursery children who haven't learnt nursery rhymes at home. ACTIONS being taken are: ● Nursery is setting up a book borrowing box at the nursery entrance. ● JP will do a series of videos for the English section on the website explaining how to read with children and the importance of it. ● A reading letter will be sent to KS2 parents for those who aren't reading at home with their child. This will be followed up with another letter offering support to parents to encourage them to read with their children.	

	● There will be a suggestion that if a child is reading a long book such as Lord of the Rings, they also read lower level smaller books so they can regularly complete Accelerated Reader quizzes to improve comprehension. It was noted that 3 children in KS2 have read close to 2 million words with other able readers at only 10,000 words. White Rose maths now has an in-built assessment tool which will be used instead of the Rising Stars assessment, it will be more streamlined. Governors commented that all policies are working documents and as the Curriculum Policy is linked to a developing curriculum it will be tweaked as we move along. For instance, when the scheme changed from DERIC to VIPERS, which has developed challenges and is deepening understanding. All were happy to approve the policy. Governors commented on the need to monitor the progress made by following the policy.	
5	**Learning outside the classroom – Residential trip** Governors asked; What were the main aims of the residential? To build confidence, improve and highlight fitness and further PHSE and SEMH. Did the activities fulfil these aims? Yes, there were so many activities both inside and out, the behaviour was brilliant. The children demonstrated great communication skills and looked out for each other. Their independence improved. They successfully interacted with each other while blindfolded. There was cultural diversity from the other schools visiting the centre. The Lead at Manor Adventure said our school was a credit to us, particularly the respect they showed to property in the way they left the rooms. A new residential has been booked for this autumn at Hill Top and then the school will go back to Manor Adventure the following autumn. What was learnt by the adults on this trip (to take forward for any future residentials/learning opportunities outside of the school)? The importance of planning. SB had planned the trip down to the minute, everyone knew what they were doing and when, who they were responsible for	

	and this was backed up on the site. Staff joined in with the activities and that was good for the children to see. A governor advised his daughter had loved the activities and enjoyed the socialising too, it was holistically really good. It was a credit to the leadership of the school, the staff that were there, and to the children. To ensure there were enough adults on site in case anyone needed driving home FT had stayed over one night. Research backs up that some of the biggest learning for children is on the PSHE side. Being away for 2 nights is very different than just having a day trip. There was some discussion as to why the basketball trip had such low take up. JN advised that the children initially thought it was a tournament but were less keen on a skills learning trip. It had also fallen on the same day as the Oak class after school maths club. The session had been arranged by the North Norfolk Schools Sports Partnership so the day was prearranged. There is continuing to be good uptake for other similar trips.	
6	**Home learning/impact of Covid on teaching this year** JN explained that the impact of home learning and Covid had been very varied. A lot of parents didn't teach maths due to limited understanding of it, others didn't do the writing work as they found that difficult so stuck to maths etc. The situation can be hard to unpick and then differentiation is tricky with video links. There have been a lot of incidents of children and staff isolating. Governors asked what number of children/staff are currently self-isolating? 4 children, 1 staff member are isolating with Covid and 1 staff member isolating due to close contact with a pupil with Covid and has not been vaccinated. JN commended the teachers, explaining that clear plans have been in place to aid cover. One staff member is still struggling with possible long Covid. Has there been any teaching/learning from home? How has this been managed? To the best of our ability, not sure what could be done differently. If there was another lockdown there could possibly be more live lessons but this would be	

	tricky with limited bandwidth and it would be unclear how well it would come across in families' homes. Governors commented that the school had done remarkably well to keep everyone going and not had to shut the school down. JN said this as a credit to all the staff. Governors commented on the good phonics videos prepared by JP and that the story videos had been a good way for children to see their teachers. They were pleased with how quickly Purple Mash was up and running in the first lockdown. It was confirmed that if it does happen again it will be smoother as Purple Mash is used within school so pupils are used to it and all families have access to technology.	
7	**Well being** How would you describe the overall picture of wellbeing for Staff? JN discussed trying not to overload teachers, especially those suffering after effects post Covid. They are being encouraged to work from home during PPA etc. Work load is being looked at and when the new reception teacher starts she will take on a couple of subject leader roles as well as early years lead. When the new 6th teacher starts in September they will also take on subject leader roles. The UP payscale teacher will be taking on science, history, geography and music, she will be having a PGCE Student Teacher in class which will give her some more release time. JN is keen that the deputy head and KS2 senior teacher know that JN recognises that they are taking on a lot. The NQT will finish her first year early May and will then take on PE and MFL. The staff night out later in January is hoped to boost well being. Governors asked how pupils and families are doing at the moment? JN advised the core of pupils are doing really well, they settled back in well and are progressing with their learning. There is a group of children who are struggling, they are receiving support from Sharon(nurture lead), SEMH advisors from the Cluster and the Benjamin Foundation. There has been an increase in families separating alongside other trauma.	

	Year 6 pupils are stepping up, taking on leadership roles in the library, lunchtime monitoring, organising the eco committee and petitioning the Town Council. There are some families with Social Services involvement. What are the factors that are most impacting on this? Covid and the unknown, not finding out about lockdowns etc until the 5 O'clock news. Governors commented on the good job that was being done.	
8	**SDP Monitoring - Priority 1 Raising attainment** How have teachers assessed starting points other than through Accelerated Reader? What does baseline data tell us? Reading ,Writing and Maths are difficult to compare from last autumn term due to dramatic change in the cohort. 7 of the children joined the cohort since September 2020. The number of girls has gone from 13 to 16, 6 of these are from disadvantaged homes. The children in year 2 have not had an uninterrupted year of teaching since their nursery year which was not statutory. So they have had no normal schooling. Current KS2 children have had 2 broken years, it was commented that it will be interesting to see what data comes out of the SATS. The focus must also be looking at the progress the children are making. Year 5 is more directly comparable from autumn 2020 to 2021, with only 2 pupils different. The progress is all green, there was a dip in lockdown 2021 but this has built up again, they dipped again over the summer and then up again. Reasoning skills in maths are a concern, it is apparent little maths was done at home. There has been a high uptake of children in year 5 and 6 attending an after school maths club. In maths 2/3rd of girls are not meeting age related expectations, this correlates with lockdown and is on the SIDP for improvement. Governors asked if JN has observed the teaching of maths. He confirmed he did in both the summer and autumn terms, the teaching was good with a consistent approach. White Rose is being used well.	

	The importance of constant revision and adding elements to this was discussed. Timestable Rockstars is proving successful for this. There has been some progression across all years. 9 of the year 6 pupils joined the school after the start of KS2. 73% of girls are making expected progress in maths. Over 50% not meeting A.R.E. although they are making expected progress. This highlights the need for maths reasoning to be a focus. It was pointed out that some pupils won't get up there due to extra needs, one child has an EHCP and is working at age year 1 and 2. There are 3 disadvantaged children requiring extra support and 1 pupil has attendance at around 50% and did not do any work in lockdown. Progress in writing and reading is good although some children are struggling across the board. The data being looked at is from the autumn half term so it will be interesting to see progress made from the February half term data after nearly year of teaching in school.	*Look at impact of maths club and reasoning focus from the data drop at half term.* *JN to present data to the committee after Feb Half-Term*
9	**SDP Monitoring - Priority 2 Impact of interventions** To what extent have you been able to carry these out? It has been very hard to maintain interventions due to staff absence. They have been carried out in smaller groups where possible. External assessments have been commissioned where possible. The early years WELLCOMM screening is working well, the data is used to work with individuals when playing. Governors asked if there will be a follow up screening to check for progress. JN confirmed there would be in February. The baseline was done in September to identify the children needing additional support and the impact should be seen in February. Little Wandle videos are working well, using synthetic phonics children are blending and segmenting earlier than previous years. Little Wandle has a strict programme of study, if some children don't progress in the lesson they revisit	-

	these it in the afternoon for a 5 minute catch up in exploring time. This is 1 to 1 and the children like the individual adult time. Children are still getting quality first teaching. Phonics screening in year 2 was done before the Christmas holidays and there was a 83% pass rate. This is in line with the national score for previous years. The year 1 children appear to be making good progress in phonics. There is 1 child still struggling with the basics but there is a lot of external factors making it difficult for her to access the work currently. All books are banded at the appropriate phonics level (Ofsted criticism) following a lot of work by the deputy head, who has brought the staff body along with her.	
10	**SDP Monitoring - Priority 3 Implementing new SSPP** **SEE ABOVE**	
11	**SDP Monitoring - Priority 4 Developing reasoning skills** **SEE ABOVE** How is the impact of White Rose Maths scheme being measured? What do you learn from the book looks so far? The KS2 and maths lead has done this. She fed back to GC and will be going through the details with JN. JN has also carried book looks during lesson observations. There is a lot more collaborative learning, pupils are encouraged to have conversations to bring out reasoning skills. Is marking and feedback having the desired effect of moving pupil progress on? There is a lot more live marking and feedback. JN saw examples of the NQT helicoptering around the table so can see who is struggling and help them/give advice in real time. The other KS2 teachers are doing this as well. It was agreed that a long written dialogue from teachers is not useful. They receive a straightforward tick and verbal feedback. JN has seen this working in observations. JN hopes to see good progress from this after the next data drop. Formative assessment is done on the spot and there are constant conversations to see if there are any gaps across the school. Monitoring is going on continuously. It became clear having a monitoring timetable doesn't work as	

	well as continuous monitoring does. JN and JP need to go in and look for the evidence continually as well as within lesson observations; they need to ensure the plans, lessons and books all match up. The longer school day has enabled there to be 5 maths lessons a week instead of 4 as well as having reading time each day.	
12	Correspondence:	
13	Date and time of next meeting: JN will provide a powerpoint presentation for the next meeting with screen grabs from PA to show progress and attainment data. The SOAP will also be updated.	*Data powerpoint & SOAP to be updated*