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

Curriculum Committee draft minutes

16.03.2023

Attendees: Eleanor Milligan, Katie Partridge, Julie Boyd and John Neenan.

Also attending: Fiona Tibbitt (Clerk) Julie Phillips (Curriculum Lead)

Key: Challenge, Support, SIAMS

	Agenda Item	Action
1	Welcome: EM welcomed everyone to the meeting and JB said an opening prayer. There were no apologies	
2	**Matters arising out of minutes from 8th February 2023** Managing the flow of the curriculum from EYFS to Y6 for all teachers has been discussed in SLT and staff meetings. For example, there has been a focus on how scientific exploration feeds through the primary. Governors suggested having a teacher swap day. JN confirmed this happens annually although is just for the morning. It was suggested that there could be a TA swap day as well followed by reflective conversations. It was confirmed the finance side of the PE report was complete and the rest is being completed by the PE lead. This will go to the FGB for discussion and approval. JN explained his frustration with NCC regarding logging them as an appropriate body when the ECT was appointed last June. He has since been contacted this term saying the ECT is not registered with an appropriate body. As Capita with NCC is pulling out of the programme they now won't accept the ECT on their register. The next option is the Julien Group but they are saying it can't be backdated to 01.09.23 when the ECT's contract started. JN and the ECT have been following all guidance for training carefully so this is frustrating. However as there is clear evidence of the training and mentoring that has taken place so the Julien Group may agree to pass the ECT in a timely manner. Minutes of previous meeting approved.	Evidence of impact of PE grant report to go to FGB meeting
4	**Policy Review:** None	
5	**Curriculum update** Governors asked the following with regard to Literacy; where are we know? What is embedded? What needs to be worked on? How will this be done?	

	JP explained the Reading for Pleasure course she is completing which goes over 6-7 sessions over the year. The first 2 sessions were 1 to 1 as no one else had signed up to the free course, there are now 2 other people taking part. JP explained the course follows the Open University website which has 6 strands to pick a project from. She will produce a working panel showing what has been done through photos, quotes etc. Taking into account the objectives on the SDP, JP decided to focus on parental engagement with reading. She has found it is clear from talking to Early Years and KS1 staff that the experience of reading at home isn't as embedded as would have been in the past. A lot of nursery children don't know what books are for when they come into nursery. In year 1 the number of parents listening to children read is low. The course is encouraging JP to think about how families have different reading cultures and how to find what their reading culture is in a non-threatening way. One key idea is that families are receptive to different messages. Previously JP had focussed on explaining to parents how we teach reading and how parents can help at home. It is apparent that only a proportion of parents engage with this so the school needs to consider other ways to encourage parents to engage with different messages. EM suggested a supporting speech and language document which unpicks barriers parents face such as time, capability and interest. She will share the document with JP. There is a need to encourage a reading for pleasure culture to create a lifelong culture for the children. So parents are reading to their children as well as listening to them. The effect of Covid was discussed as it stopped trips to the library etc. First Steps at Aylsham Parish Church now have a snack and story time for pre-schoolers which will be beneficial. Reading comprehension skills and developing reading spine from EYFS and KS1 has improved. JP has looked at supporting TA's to get VIPERS questions into reading practice; however there also needs to be a balance with letting the children relax and enjoy the book. Let the children enjoy the reading and	EM to share the S&L document to JP.

	model the behaviours for exploring VIPERS by asking interested questions such as "oh I wonder what will happen next?" "What did you think of that?" etc. Have books that the children will think are fantastic and share them together. Staff should do this with the children, talk about why is it a good book? Think about the pictures? The vocabulary? Staff need to consider "what would I model as a reader loving the book"? JP explained there are plenty of comprehension exercises in Little Wandle, VIPERS and AR, so want she wants the school, in combination with parents, to give children an intrinsic motivation for reading so they are not just reading to get a sticker but because they are excited to find out what happens. Governors asked how JP suggests encouraging reluctant readers? JP advised rather than thinking about the child reading, have them sharing a book with the adult so they enjoy the story. The hope is they get to the point that they forget they are reading and are just enjoying the story. It was confirmed this doesn't stop at KS1 it continues right through KS2, however JP is starting with the main focus in EYFS and KS1 and will roll it out across the whole school as it grows and develops. This is following guidance from her NPQH course. Governors asked what strategies had been implemented so far to encourage parents to engage with reading. JP advised parents are invited every Friday afternoon from 3.00 to share books with their children in class. Governors asked it the take up was good. JP confirmed it was, with different people coming each week depending on if they are free. She advised in year 2 there may only be 5 or 6 parents but as they are often varied each week a majority of the class's parents have been in at some point. JP advised she is considering her next step being Books for Breakfast; inviting parents and their children to share toast and books one morning a week. She feels this will encourage more parents to engage over time rather than have a one off event that many may not be able to make. It was suggested a survey may help find what is needed. It was confirmed that pupil voice is taken into account. The aim is to have a baseline of where we are now and then repeat the	Discussion on parental engagement to continue in the next meeting

	process later on to measure impact. JN advised the data coming out of Y2 and via Accelerated Reader shows the children appear to be loving reading at the moment. There is a lot of input on AR and children can be seen and heard discussing books in the library and corridors. They will recommend books to each other. It was asked if volunteers from the church would be able to come and listen to readers again now we are post Covid. This was welcomed by JP and JN, with appropriate DBS checks and training. Parental engagement was discussed with reference to the RSHE meetings that had taken place, one in morning at 9am and one at 5pm, a total of 8 parents came across both the sessions. There was a discussion about what is holding parents back from engaging. Is it that they trust the school to do the job appropriately so don't feel the need to engage. Do they read the detailed curriculum information on the website? It was agreed it can be hard to get the feedback. JN advised that those that did come to the information meetings gave positive feedback and he is going to record the Powerpoint presentation and put it on the RSHE section of the school website. He emphasised he is aware of the responsibility in RSHE to engage parents with the policy and curriculum and is continuing to try and do this. Governors asked if parents engage with Family Learning Days. JN confirmed they do and the pre-Christmas one had some of the best attendance the school has had.	
6	**Local developments update** JN advised that teacher network meetings took place the week before in Aldborough. There had been a Cluster heads meeting in the afternoon and teachers came after school. After an initial discussion they had carried out SWOT analyses for different key stage groups and these were shared and discussed. The collated info was examined for similarities on parental engagement and curriculum development. They looked at want is good and whether assessments were similar. The next termly meeting will have Y2 and Y6 moderation. There was high attendance at the networking with only 5 or 6 primary teachers across the	

	whole cluster who did not attend. JN advised it had been interesting to discover that a lot of Y4 pupils across the cluster are struggling socially and emotionally, every school seems to have the same issues. It appears to be a Norfolk and national situation. The importance that small schools can reach out and have these conversations was discussed. Governors commented that networking can help where there is no obvious CPD for staff, such as with Design and Technology. JN agreed and explained the signing in sheet included a column for teachers to add their subject lead and/or specialism. He explained they have moved away from specific subject leader networks as most teachers in small schools are subject leads for several subjects so individual networks would be too time consuming. JN advised that when he and another head were standing back as teachers were leaving they could hear them chatting to colleagues from other schools saying that it had been beneficial.	
7	**Health and Wellbeing** Governors asked how staff health and wellbeing was. JN advised there were a lot of colds and chesty coughs and some sickness across the staff. The nursey staff team's well-being is low, partly due to illness and also the high need in children currently attending nursery due to SEND and SEMH. He advised it is hard to find staff to cover in nursery due to the very specific lists of ratified qualifications needed for nursery staff. This is a nationwide issue. A member of staff from The Clare School came out for School to School support for a specific child in nursery who has an EHCP. She had visited last May and made a number of recommendations. She highly complemented the nursery staff as they were able to explain all the strategies they had in place for the child and everything and more that she had recommended had been implemented and was continually used. Her visit had been when the nursery lead was off sick which shows how well information is shared between all staff in the nursery. JN advised that teachers across the school were working hard to implement SEND and behaviour strategies to help children who find it difficult to access the curriculum in their class, taking advice from the inclusion team, the	

	Cluster SEMH guidance and internal expertise, where necessary.	
8	**Monitoring** Governors asked what aspects of practice or development need further monitoring? JN advised he would like to know how many children are showing intrinsic good behaviours for learning. Do the children want to do well? It would beneficial for governors to look at behaviours for learning across the school as well as playground behaviours. Governors had looked at subject unit plans in recent subject monitoring and commented on how professional they were and that it was clear how much work had gone into them. They discussed the assessment focus now that the plans were in place. It was discussed that some teachers are not as aware as they should be as to whether the plans are being implemented well across the whole school. This is a work in progress with teachers being given subject leader time to monitor other class's books and teaching when possible. There was a discussion into ensuring there is not a barrier between the KS1 and KS2 knowledge of the curriculum. This is within the narrative of improvement and although so much has changed it still needs to be a strong focus of improvement. Governors agreed there was a lot of evidence of enrichment and extra-curricular activities.	Governors to look for intrinsic behaviours for learning during monitoring. Subject leader monitoring across the whole school from EYFS to Y6 to be a strong focus
10	Correspondence: None	
11	Date and time of next meeting: Tuesday 16th May 9.30 am	