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## **Minutes for the Curriculum and Standards Meeting held on Monday 13<sup>th</sup> January 2020 at 6.30pm**

### **Present:**

Ellen Barrett	Co-opted Governor	Neil Donoghue	Co-opted Governor
Anna-Sofia Conway	Parent Governor	Richard Fairbairn	Co-opted Governor
Penny Conway	LA Governor	Rebekah Jenkins	Associate Member

### **In attendance:**

Gemma Pearce	Clerk
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### **1. Welcome and introductions**

Anna-Sofia Conway opened the meeting.

### **2. Apologies for absence**

#### **Apologies received from:**

Victoria McAuley-Eccles	Co-opted Governor
Nickie Moore	Head Teacher
Paul Warmington	Parent Governor

#### **No apologies received from:**

David Jones	Co-opted Governor
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### **3. Declaration of interests**

No new interests were declared

### **4. Minutes of last meeting of 16 September 2019 and update on agreed actions**

Minutes of the previous meeting were agreed at FGB 02.12.19

2019/2020 - 008	Governor monitoring visit – follow up visit to review data 2018/19 Y4 and Y5 (now Y5 & Y6)	Summer 2020
2019/2020 - 014	To review and update the SMSC Policy	On this agenda
2019/2020 - 015	To review and update the Educational Visits Policy	On this agenda
2019/2020 - 016	Governor monitoring visit to impact of strategies in place to improve writing	On this agenda

2019/2020 - 017	Governor monitoring visit to look at provision in maths for pupils working at greater depth	On this agenda
2019/2020 - 018	Governor monitoring visit to look at provision in reading for all pupils including those working at greater depth	On this agenda
2019/2020 - 067	Suggest possible topics to raise with parents at the next parents evening in the spring term	On this agenda

## 5. Curriculum - update on work to revise the curriculum including information to be uploaded to school website

The latest curriculum information including the presentation to parents is available at <http://littlepaxton.cambs.sch.uk/curriculum/>

The committee were informed that each year group has now completed one term of the curriculum based around one 'big question' for the term. Phase leaders are in the process of reviewing the work that pupils produced from the question with each class teacher and this will be used to add content to each of the class pages on the website. At the start of the Spring Term an assembly was held where 2 children from each year presented their learning from the Autumn Term big question. It was reported that this assembly went very well and showed that the children had been engaged and enthused by this approach to learning. The intention is to make this a termly event and the committee was invited to send a representative(s) to the assembly at the start of the Summer Term, where the Spring Term topics will be presented. It was discussed that there would be value in promoting this approach and the success of the first term and it was proposed to send an article to the Hunts Post on the Autumn Term topics and to consider inviting them to the Summer Term assembly.

**QU: Will the class pages on the website quote the children and not just come from the teachers?** Yes, the idea is that this be a summary of the big questions from previous terms and will include photos, work samples and feedback from children. It was proposed that a template be created for each class page for the class teacher to work within to best display what their children have been doing. This would provide consistency and a professional feel to the website pages. ASC volunteered to look at or create a template with RJ if required.

**QU: Are staff engaged with this new curriculum and style of topic teaching?** Yes they are, especially as they have been part of building the curriculum. There have been some fantastic and innovative kick off activities taking place in school to start the questions for the Spring Term thanks to the staffs ideas.

## 6. Summary of pupil attainment and progress during autumn term 2019

The committee was provided with a summary of the Autumn Term pupil attainment data for each year group and a comparison to their year's data from the end of the 2018-19 school year. The data has been looked at in school at various levels. The class teachers have been provided with the data for their own classes. Phase leaders have reviewed the data across their phase to look at trends and the CLT has reviewed the data across the whole school. Staff have looked at the trends and are using this to inform actions for the next term. The committee were informed that alongside this every class teacher has completed a form which provides an action plan for all the children in their class working at greater depth (GDS) or those working below Age Related Expectations (ARE) and how these children will be supported. The action plan also puts in place plans for any SEN children and any other children that might be a cause for concern (for example, if they are not matching their previous performance). RJ is meeting with each teacher to discuss their results and action plan.

**QU: Is there any benefit to all staff meeting together to discuss the results?** Probably not, this would take a long time. The CLT look at the trends across the school and phase leaders look at trends across their phase so the information is being effectively used to inform next steps. Anyone in a leadership role has analysed the data and planned how they will support. **QU: What challenge is given by phase leaders to class teachers?** Phase leaders are going in to the class room to observe teaching and look at pupils' work. They are released for an hour to do a learning walk in their own phase and also another phase. **QU: Is there any disconnect between class leaders and phase leaders?** No, phase leaders are supportive of teachers' professional judgement. **QU: Do you anticipate any amendments to class teacher's action plans based on the meetings with the DHT?** Part of these meeting will involve discussion of additional ideas that might be available to support the children identified as working at GDS or below ARE and so action plans may be amended with these additional ideas. **QU: What are CLT doing with what has been found out from the data?** An apparent drop in attainment for Y1 has been identified and the DHT will look at this first. Firstly, she will clarify why the drop appears to have occurred as it may be something as simple as differences in the way that staff are measuring and recording pupils' attainment data in EYFS and Year 1. It could also be due to a difference in understanding of how the data was prepared by different teachers; for example it appears that some teachers looked at attainment of children at the end of the autumn term compared to their expected attainment at the end of the year, whereas some were looking at attainment of children at the end of autumn term compared to their expected attainment for that stage of the year. RJ will clarify this with all class teachers and will circulate a clarification to governors. **QU: What is being done to support reading?** Reading is being made a central class activity that occurs at the same time every day. At 1pm all classes read. This is a great opportunity for classes to settle back in after lunch, the children like knowing that it will happen at the same time every day and engagement in reading is improving. **QU: Are mixed classes moderated?** Yes there is lots of interaction between the teachers to ensure this is the case. **QU: Can we add a column to the data that compares the school to national?** This would not be valuable as not comparing to equivalent year, plus data is only available nationally for EYFS and end of KS1 and KS2. The importance of the data analysis to the school is to make sure that our school are making progress here against themselves. **QU: Are you confident end of year data from last year is accurate?** Yes. Our data is compared at end of year to national every year and this is tracked. **QU: Y4 attainment is looking greatly improved, what do you think the reason is for this?** Since Y3 and Y4 work as single year group classes in the morning concentrating on maths and English it has really benefitted some of last year's Y3 pupils who were at the time working across the curriculum in a mixed year group with Y4. This is a very good result demonstrating that the decision made by the CLT and GB on the structure of Y4 was a good one. There is some great teaching and learning in Y4 and children are being given the opportunity to show what they can do after a difficult journey. **QU: The data suggests boys lagging girls throughout, why?** This is a discussion as part of CLT. Could be due to performance under test conditions, teachers are being asked whether their assessment results in NFER match their overall performance in the classroom. This is also part of their discussion in pupil progress meetings. In the curriculum the big questions are designed to appeal to both boys and girls to support engagement from all pupils. **QU: How is data generated?** Standard NFER tests are used (not available for Autumn Term Y1 so this may be another reason for the apparent drop in Y1 attainment). **QU: Is longitudinal data available as a way of tracking groups though the school?** The HT was not present at this meeting and it was agreed that the CLT need to meet to look at how easy this data would be to produce and what value it would hold.

It was commented that it is good that data is based on standardised data. The committee were pleased with the way data is being gathered, analysed and used in future planning.

The DHT was asked about her new role out of the classroom and the impact this will have. Although it has only been a week she commented that it has already been very valuable spending time in other classes. In particular it has already become apparent that the previous issue of poor communication between KS1 and

KS2 teaching is already no longer an issue, and that there is much more consistency in teaching across the whole school.

## 7. Governor visits

### a. Provision for reading

ASC and RF carried out a visit looking at the provision for reading, they met with the Subject Lead for English (RJ). A report has been written, this will be shared with school and following any feedback circulated to the committee. **QU: What form did visit take?** RJ introduced the English action plan and talked through plans that were already in place and upcoming plans within school for the provision of reading. The aim of this visit was to understand the current strategy and current successes from the start of its introduction last year. A follow up impact visit will be arranged for the Summer Term with opportunities to see the plans in action.

### b. Provision in maths (autumn term)

Visit booked for 22<sup>nd</sup> January. All three of the core curriculum team to attend.

### c. New in class assessment as part of the draft Marking and Assessment Policy (Jan/Feb)

**QU: What was the need for this visit?** It was noted in last year's data analysis that children that were new to the school were not always assessed quickly for their prior attainment in the core subjects and this meant that the data was sometimes skewed by new starters. It was particularly an issue last year as there was a lot of pupil changes and with the mixed year 3 /4 classes new starters that were not attaining ARE were sometimes missed for too long. CLT has put a plan in place to ensure that all new starters are benchmarked for reading within 2 weeks of starting and assessed from maths as soon as appropriate once settled. **QU: Are the CLT confident that new in class pupils will no longer significantly impact data?** Yes, we are happy with the procedures in place now and this is no longer one of the 5 priorities identified in the school development plan. It was agreed that this visit is no longer required.

### d. Strategies in place to improve writing (follow-up visit)

School have a meeting with an external advisor on 29<sup>th</sup> January to look at their plans for writing. They will then put an action plan in place based on this meeting. It was therefore proposed that a governor visit be arranged after half term of Spring Term for a strategy visit to understand the plans being put in place. There can then be a joint impact visit at end of the school year for both reading and writing (English) (see 7a)

## 8. Discussion of possible topics to raise with parents at the next parents evening in the spring term

**QU: What would school like to see?** The HT (not present at the meeting) had emailed the CoG to suggest that, in light of the recent Leadership and Governance Review, governance might be something that could be discussed with parents. However, the report from this review has not yet been received so it was felt that this would better as a topic for the summer term. The DHT suggested that, since the biggest change this year has been the introduction of the new curriculum and the big question format for each term, it would be interesting to know if parents are aware of the curriculum changes and the questions their children have been studying. To keep it simple to answer it was proposed to ask: "Have you received information about the new curriculum?" (Y/N) "Has your child talked to you about the topic question that they have been studying in their class (either this term or last term)?" (Y/N); "Do you have any questions or comments about the curriculum or on the big question format?" Governors present agreed to these questions to discuss with parents.

## 9. Policies for review

a. **SMSC (Spiritual, Moral, Social and Cultural) Policy**

QU: Have school made any changes since this was last reviewed? No.

QU: In the 'Wider world' section it mentions link to Moldova is this still the case? This was an old project but several of the examples mentioned are not annual occurrences, therefore it will be rephrased to represent this.

QU: What is SEAL? SEAL stands for Social and Emotional Aspects of Learning - it is a resource that the school is still using in PSICHE.

QU: In the Review and Monitoring section, it says "all staff given the opportunity to review this policy" – does this happen? Staff are not directed to review the policy but any comments made to the CLT are taken into account; therefore the section will be reworded to reflect that the CLT has reviewed policy taking in to account any comments from staff that have been received.

The policy was approved on the provision that these changes be made.

b. **Education Visits Policy**

QU: Have school made any changes since this was last reviewed? No.

QU: Section 2.3 speaks about governors agreeing a programme of visits, do we need to do this? No this is not required, teachers decide on the programme of visits and follow educational visit check list. CLT approve. This section can be edited to remove governor role.

QU: Section 4.3 talks about regular visits from the neighbourhood police officer and health works, is this still the case? No, visits are occasional not regular. Edit to reflect that school receives visits from 'people in our community for example the police'.

It was noted that Section 8.1 needs red text formatting removed, that Section 9.7 needs updated to reflect that DBS checks have replaced CRB checks and that Section 10.4 needs the Justification formatting in the title corrected.

QU: Do we need an annual update on the effectiveness of the policy from the HT (Section 12)? No this is not necessary. Update to reflect that the HT will report to governors if there are any issues with this policy.

The policy was approved on the provision that these changes be made.

c. **Marking and Assessment Policy**

The incorrect version of the policy was circulated prior to the meeting. RJ to circulate the correct version to committee members with commentary and will answer any questions on this in order to approve this before the next C&S meeting.

## 10. AOB

A leadership and governance review was completed on 08.01.20, there is no current update on the outcome of this review, the HT and PC will receive a copy of the report when it is available from the LA.

The meeting closed at 7.59 pm

### Actions carried forward from previous meeting

2019/2020 - 008	Governor monitoring visit – follow up visit to review data 2018/19 Y4 and Y5 (now Y5 & Y6)	EB	Summer 2020
2019/2020 - 016	Governor monitoring visit to impact of strategies in place to improve writing	RF and ASC follow up visit required	Second half of Spring Term

### New actions arising from this meeting

C&S	Action	Who	When
2019/2020 - 068	Notify governors of the date and time of the assembly in the summer term when pupils will share their work on the big questions with the whole school	RJ	ASAP
2019/2020 - 069	Clarify the data with class teachers as to whether they were rating children against current expectations or the expectations for the end of the year	RJ	ASAP
2019/2020 - 070	Circulate the report for Governor visit for provision of reading	ASC	ASAP
2019/2020 - 071	Carry out and circulate the report for Governor visit for provision of Maths	RF, PW, ASC	ASAP
2019/2020 - 072	Arrange governor visit to look at impact of strategies to improve reading and writing	ASC, RF	Second half of Summer Term
2019/2020 - 073	Correct SMSC policy then file and upload	CLT and Clerk	ASAP
2019/2020 - 074	Correct Education visits policy	CLT and Clerk	ASAP
2019/2020 - 075	Circulate correct Marking and Assessment policy and collate feedback	CLT and Clerk	ASAP