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Little Paxton Primary School Governing Body

Minutes for the Curriculum & Standards Committee Meeting
held on Monday 2nd November 2020 at 6:30pm

This meeting was held on Zoom
due to the Coronavirus pandemic

Present:

Anna-Sofia Conway (Chair)	Parent Governor	Victoria McCauley-Eccles	Co-opted Governor
Neil Donoghue	Co-opted Governor	Nickie Moore	Head Teacher
Richard Fairbairn	Co-opted Governor	Paul Warmington	Co-opted Governor
David Jones	Co-opted Governor		

In attendance:

Gemma Pearce	Clerk
Bex Jenkins	Associate Member

1. Apologies for absence

All committee members were in attendance.

The meeting was quorate

2. Declaration of Interests

No new interests were declared

3. Actions Update.

2019/2020 - 073	Correct SMSC policy then file and upload	CLT and Clerk	On this agenda
2019/2020 - 074	Correct Education visits policy	CLT and Clerk	On this agenda.
2019/2020 - 075	Circulate correct Marking and Assessment policy and collate feedback	CLT and Clerk	On this agenda

4. Update on Curriculum planning to fill gaps from COVID lockdown

The HT updated the committee on how school are identifying gaps in knowledge fro lockdown and the planning to overcome this.

Since the children have been back in September the teachers have been doing a lot of work in this area. Teachers have produced grids of child and parent engagement during lockdown and RAG rated these. This was the starting point of planning. Staff have also looked at all vulnerable children and mapped them. Teachers have been informing CLT (Central Leadership Team) when they find gaps in knowledge so CLT can collate lists. These lists will be updated throughout year as teaching continues and new areas are introduced. Vulnerable children are now seen to include those who did not engage at all with school and learning during lockdown.

Now phase leaders have produced lists of children who need catch up sessions and in which areas. They have also identified children who work greater depth who could be pushed and benefit from further support and not just children working below age related expectations (ARE).

Staff decided they want to keep catch up sessions in house and will spend catch up funding internally to do so.

The HT has been looking to sign up to some more platforms to support learning and investing to improve book provision and find more engaging books.

QU: Do school need books donated? School would benefit from a more varied book collection and this could be a combination of donations and new books. EY data shows that more and more children are coming to school engaging with technology and not with books and communication. Very few children work below ARE in technology but lots do in reading and communication.

QU: How are the teachers finding it in practice identifying gaps? Staff are happy with the process. In upper KS2 they have found that children haven't lost methods and concepts but have lost quick recall and so going back to basics will help. Staff have also identified that a lot less writing occurred at home and so there has been a loss in writing stamina, legibility and grammar.

The HT informed that committee that at the Local Area Implementation Group (LAIG) meeting before half term (HT), the local authority (LA) were pleased with the planning taking place in school and said LPPS were quite far ahead in recovery planning.

5. Discussion on definition and provisions for vulnerable children following COVID lockdown

This was covered in item 4.

6. Remote learning plans in case of future home learning requirement

Prior to the meeting the committee were provided with the schools remote learning plan and a remote learning presentation that the HT had shared with all staff.

The remote learning plan is a flexible document and has already evolved based on feedback from the year 2 and 4 teachers from the bubbles that were shut. They were able to provide some valuable feedback.

The HT informed the committee that the CLT are thinking about producing a parent's guide to remote learning which would need to be year group specific. It will talk about what remote learning will actually look like and also manage parent expectations of what is 'success' too.

QU: Since remote learning is on-line is it well engaged with by children since you are seeing their technology skills are good? The big challenge is that younger children struggle to work independently for any period of time, typically concentration span is about 'age +1 minutes'. Therefore parents cannot expect children to sit in front of their teacher on a screen for a long period. Children also do not understand how to engage in conversations online and often talk over each other etc. What parents can expect from remote learning must be managed as it will not be possible for it to involve children being 'looked after' all day.

QU: Will the remote learning plan be shared with parents? The first version has been but it will continue to be adapted and will change as school learn more. ASC offered to send some comments. HT appreciated the offer.

7. SATS in 2020-21

As far as school are aware the plan is for these to go ahead as normal and school are carrying on as if happening.

The Y2 phonics assessment is being done this term.

8. Link Governors

At the FGB in March it was agreed to incorporate SEN and Pupil Premium responsibility in to a 'Quality First teaching group' made up of PW, ASC, RF and EB. At the FGB on 28.09.20 this was not discussed, although a similar conclusion was reached – to incorporate SEN in to a C&S led group of Governors until further governor recruitment is completed. C&S Committee to re-agree the 'Quality First teaching group', including responsibility for SEN and Pupil Premium. It was agreed to keep the Quality First teaching group taking responsibility for SEND, and when more governors have been recruited responsibility will be given to a named governor.

It was suggested that it would be good to arrange a SEND presentation to Governors from the SENCo – it was recommended this be arranged for the C&S meeting on 11 January.

ACTION: Invite SENCo to present at next C&S meeting

The HT provided an update on SEND. She is looking at options to appoint a 'Deputy SENCo' to support the current SENCO and work with SEND children on the 2 days she is not in school.

QU: What are SEN numbers like this year? Proportionally has gone up hugely as 5 children have come in to EY with EHCP. This doubled the EHCP's in school. BJ and SBM have appointed 2 TAs per child for long term planning of who supports children. They have spent a lot of time matching up who suits each child, a huge amount of unseen work from Alison and Bex.

QU to David: are you seeing similar challenges with SEND population? Obtaining support outside of school resources is difficult due to COVID. Also hard as children who appear to be a long way behind coming back may appear to need support but may not be SEND – it may just be the lockdown and just need some catch up support. Children, parents and staff all affected. Taking time to get back to a normal approach to things.

9. Governor Visits to School:

a. Update on Governor Visit to look at Maths provision

This was a meeting with maths leads and was very useful. Understood maths plan and discussed tweaks and improvements. A report has been written and will be circulated

b. Schedule Governor Visit/ discussion on Reading – follow up session

Literacy visit to meet literacy leads, discussion in process to set this up.

It was agreed to keep improving templates for these meetings. Improve recording and presenting info to parents and for visitors to school.

QU: Where are you with a curriculum map for whole school in all subjects?

Geography History and Science mapped across whole school from EY – Y6.

Each subject coordinator now looking at their areas to produce map for their subjects.

Knowledge organisers being explored, including subject specific vocab which allows teachers to know what children have learnt previously. Teachers been working on those. Will be good evidence of how curriculum goes through LP.

The HT informed the committee that there will be a LAIG meeting on subject coordinator roles – training being provided so all subject coordinators work in same well. It will be on Zoom, governors invited to attend if they wanted.

ACTION: LA subject coordinator meeting agenda and dates to be circulated to C&S members

QU: Are you in a position to publish them? No not just yet, CLT need to give them a thorough look through. Once CLT looked at them will share with governros and then put on web-site.

The committee agreed it's clear there is a lot of good work going on just needs recording and evidencing to support any future conversations and future OFSTED visit.

The HT told the committee that she is excited and feels like they are in a great position and agree it needs recording. Have been so operational in the start of term with COVID and want to devote some proper undisturbed time to curriculum planning.

10. Review of policies and related documents

The following policies were circulated to the committee prior to the meeting:

a. Assessment Policy

This policy is being updated again and linked to a feedback and marking policy so it will be brought to the next meeting.

b. SRE Policy

It was commented that this policy should reflect more the actual teaching in this area. CLT to add an appendix as have schemes they are using. Bring update to next meeting.

c. Educational Visits Policy –

Edit governor approval section - school doesn't need governor approval for standard trips, maybe just new ones. Then approved.

d. SMSC Policy

Approved

e. SEN Information Report & Policy

These documents were written by SENCO over HT.

QU: In governor training it suggested that this document should be co-produced as a collaboration between school and parents, do school do this?

The local offer is the CAMBS local authority offer, as part of that every school has its processes that fit in with that. School needs to produce a SEND information report in 'parent speak', about how the school's processes feed in to the local authority local offer. This was because previously parents didn't always understand SEND offerings in schools. Some schools do SEND information reports as a video, some do something child led. Ultimately parents should have some say in it. Some schools host coffee mornings with parents, or arrange meetings to get input. The HT agreed that the school has had inconsistent SEND support and the new SENCO hasn't had a chance to engage with parents yet due to lockdown. The HT agreed to use the CCC Toolkit for schools to work with SENDCO to go through this and improve the report. This will be re-visited at the next C&S meeting.

It was agreed to try and write out acronyms in full on first use in policies going forward as this is good practice and makes them more accessible to those reading them.

It was discussed that many policies return to GB annually and not all of them are actually necessary or used. It was agreed that it is important to have policies that relate to the SDP and cover what is important on a day to day level. Often policies are not updated or edited each time they are brought back for approval. They are not changed to reflect what school needs them to achieve.

The HT agreed that the school policies need more purpose behind them and should be more focused on LPPS – not just model policies. Moving forward need to go through and focus on what is needed and is statutory and then for all policies make sure they support the SDP.

Key is timely review of statutory policies.

Signed:

ACTION: HT and Chair to discuss plan for policies to focus on the critical ones.

11. AOB

QU: What's the plan for pre-Christmas activities? It will be very different but not full plan yet. Will be passed on to phase leaders. Will make the school look Christmassy. Will consider how to involve children but invite staff to come up with ideas.

The chair informed the committee that ASC has drafted a letter for staff to introduce Paul and to give some feedback on what is going on with the GB and also to share thanks and appreciation from the GB. It was felt that since governors are not in school at the moment for visits of collecting children that line of communication with staff is not as strong and so it is important to keep in touch. PW to share the letter and anyone who is happy to add details for how to be contacted should do so. The letter will then be sent to staff.

12. Date of next meeting

Full Governing Body	30 th November 2020
C&S Committee	11 th January 2021
Resources Committee	25 th January 2021

Meeting closed at 7.58 pm

Actions carried forward from previous meetings

None

Actions arising from this meeting

2020/2021- 032	Invite SENCo to present at next C&S meeting	HT & ASC	ASAP
2020/2021- 033	LA subject coordinator meeting agenda and dates to be circulated to C&S members	HT	ASAP
2020/2021- 034	Link Assessment Policy to Marking and Feedback Policy and review both at next C&S meeting	CLT	By next C&S
2020/2021- 035	Discussion on SRE and look at updated SRE policy	CLT	For discussion at next C&S
2020/2021- 036	SEN Information Report & Policy – update with SENCo and re-discuss	HT & SENCo	Next C&S
2020/2021- 037	HT and Chair to discuss plan for policies to focus on the critical ones and to ensure policies are supportive of SDP and of use to the school	PW & HT	Autumn Term

Signed: