**Curriculum Committee Meeting (Remote)**

**Newall Green Primary School**

**On 26th November 2020 at 09.15am**

**Present:**

Sarah Drake Trust Appointed Governor (Chair)

Jessica Hogg Prospective Community Governor (Observer)

Michelle Reynolds Parent Governor

Sarah Rudd Executive Head / CEO

Jill Stroud Staff Governor

Lucy Yardley (from 09.55am) Trust Appointed Governor

**In attendance:**

Leanne Brelsford Clerk to Governors

Ruth Perry Head of School

Sophie Tait Assistant Headteacher

The quorum was met.

**Text in red bold shows Governor questions, challenges and clerk’s support.**

**Text in black bold shows decisions and actions.**

1. **Welcome and Introductions**

Sarah Drake (SD) welcomed attendees to the meeting.

1. **Apologies for Absence**

Apologies for absence were received and accepted from Vanessa Andrews (Staff Governor), Liz Pattenden (Deputy Headteacher due to maternity leave) and Janette Peak (Parent Governor).

1. **Declaration of Non-Pecuniary Interest**

It was noted that Sarah Rudd's (SR) husband was the Safeguarding Lead in school.

1. **Minutes of the Last Meeting (7th October 2020)**

**Governors formally approved the minutes of the last meeting (16th July 2020) as a true and accurate record and the minutes would be signed by the Chair.**

1. **Matters Arising**

Lisa Redford to update to the Governors’ Handbook to include the Early Years Foundation Stage (EYFS) and Special Educational Needs and Disability Lead – it was noted that the action was complete.

SR to liaise with Dianne Harris to establish a process in relation to the signing of minutes – it had been agreed that the minutes would be signed by the Chair electronically.

**A governor asked for an update on the homework clubs that had taken place to focus on the gaps in learning following the school closure.**

Each year group had identified groups of pupils that required catch-up support and the groups had been attending the clubs on a rotating basis. Most of the year groups had been running two homework clubs a week (maths and literacy).

**A governor asked if the homework clubs had taken place immediately after school.**

Yes. If a pupil had been required to attend a homework club and had a sibling/s that attended the school, the sibling/s could attend after school club free of charge so their parents could collect them at the same time.

**A governor noted that there had only been a requirement for two Reception classes, as opposed to three in 2020/2021, and asked why three Reception teachers had been recorded in the Governors Handbook.**

The third Reception teacher had a part time contract and provided cover. In addition, the teacher had also been involved with the catch-up programme for the Reception pupils.

**A governor asked if the additional pupil had commenced the funded placement within the Pupils Overcoming Difficulties (POD) after the October half term.**

Yes, and a further meeting had been scheduled to take place in relation to a further potential funded placement.

SR would investigate whether additional free WIFI codes could be obtained – the school had ordered additional free WIFI codes from the Department for Education (DfE). The school had also signed up to a regional initiative with a telephone company who would also provide the school with free WIFI codes. SR confirmed that she was a member of the Digital Skills Network for Manchester working party, which was a project that leaders had been working on to narrow the digital gap within Manchester. In addition, if a parent claimed Jobseekers Allowance, they would qualify for six months' worth of internet access for £10, which had been published on the school website and the school Facebook page.

SR to publish the Behaviour policy on the Governors Area of the school website – it was noted that the action was complete.

1. **Head of School Report**

The Head of School Report had been published on the Governors Area of the school website prior to the meeting.

**Data and Monitoring**

It was reported that the teacher assessment data was due to be submitted by 2nd December 2020, and the next Pupil Progress Meetings (PPMs) would take place on the 8th and 9th December 2020.

**Assessment Timetable**

Due to Covid-19, the school had utilised the National Foundation for Educational Research (NFER) tests to establish the baseline of the pupils when the school had re-opened in September. The school had agreed to conduct further NFER tests at the end of term, as teachers had raised that pupils had been tested on content that they had not been taught.

It was noted that from spring, the school would conduct teacher assessments during the first half of each term and NFER tests during the second half of each term.

It was reported that PPMs would take place once per half term and various types of data would be reported at each meeting.

It was noted that teachers had attended the School Information Management System (SIMS) training remotely on 25th November 2020, and were aware of the data that would be required to be inputted for the next round of assessments. The difference would be that teachers would be required to enter data based on their own judgement. It was reported that last official assessments had been the NFER tests, which had been carried out in September, but the school had expected pupils to have progressed since then and teachers would therefore be required to use their own judgement to input the teacher data.

**Updated Assessment Policies**

It was reported that Sophie Tait (ST) had updated the assessment policies, which were now more specific however, the rationale of the policies had remained the same.

It was reported that the teacher assessments, NFER tests (reading and maths) and writing assessment sheets data would be uploaded to SIMS.

It was highlighted that the main change would be the assessment codes that teachers would be required to input in to SIMS, as The Data Company had amended the codes.

It was noted that there would be a code for each year group, which would be the number of the year group followed by either a -, = or + to confirm whether a pupil was working at, above (greater depth), or below age-related expectations. For example, if a Year 5 pupil was working at age related expectations at the end of the autumn term, the required code would be a 5-, which indicated that the pupil was merging in to the year group and retaining the new objectives, although it was recognised that the pupil had not covered all of the objectives as it was the first term of the academic year. If a Year 5 pupil had been working above age related expectations, the required code would be a 5+ and if a Year 5 pupil was working below age related expectations the required code would be either a 4-, 4+, or 4=. It was noted that at the end of the spring term, a pupil working at age related expectations would be coded as a = (i.e., 5=), which indicated that the pupil was working at 55-85% of the objectives. At the end of the summer term, a pupil working at age related expectations would be coded as a + (i.e., 5+), which indicated that the pupil was working at 85% of the objectives. In addition, it was noted that a pupil could be coded as a M (i.e., 5M) if the pupil was exceeding greater depth.

**A governor asked if the assessment codes would be communicated and explained to parents.**

No, teachers would confirm whether the pupil was working at, above, or below age-related expectations, as opposed to using the codes.

It was noted that the level of the pupils corresponded to a number within the SIMS system and progress could be calculated. In Keystage 1 (KS1) and KS2, three points progress would be recognised as good progress, which produced average progress points. Four points would be recognised as good progress in EYFS.

Help guides had also been produced for teachers to use in relation to the colour band system to ensure consistency.

It was noted that as the White Rose maths curriculum had been followed, there were end of block tests that some of the teachers would utilise to give them an indication of how much knowledge the pupils had retained, which would provide them with guidance for the teacher assessment. It had however been emphasised to teachers that the system should be used, combined with other evidence, for teacher assessments.

**Non-Core Curriculum**

It was reported that the SIMS assessment codes had also changed for the non-core curriculum and there were five codes for working above, at, on track, towards and below age-related expectations. It was noted that non-core subjects would be assessed at the end of each term and monitoring would begin to take place in January.

It was noted that the EYFS policy had not changed, although a different assessment code would be uploaded to SIMS.

It was acknowledged that the new system would be significantly quicker once in place as the data could be retrieved from one source, which would reduce the time spent on analysing data.

It was noted that there had been some pupils that had not returned to school due to Covid-19, and had also not been engaging with online learning. It had been agreed that the levels would not be uploaded to SIMS for those pupils, as teachers could not conduct a realistic assessment.

**Lost and compromised learning due to COVID19 – block isolations only due to positive cases in school**

It was noted that during week two and three of the term 135 pupils had been required to isolate, due to a positive Covid-19 case in school. Week five there had been 86 pupils, week six there had been 182 pupils and week 7 prior to the October half term there had been 274 pupils that had been required to isolate. In addition to the figures, a further 153 pupils had been required to isolate between two and 14 days for their own personal reasons during the first half term. As a result, a significant amount of learning had been compromised and the school had encouraged all of the pupils to engage with online learning.

It was reported that since the October half term, which was followed by the one-week circuit break agreed by the Trustees and Chair of Governors, the school had not had any further reported Covid-19 cases.

**A governor asked for an update on the maths set that had been required to isolate during week 6.**

It had been agreed that the school would continue with the maths sets, so the three Year 6 classes had mixed. One Year 6 bubble had been required to isolate, so the pupils in the maths set were also required to isolate.

**Thrive Project**

It was reported that the Thrive Project had formerly been the Greater Manchester Mentally Healthy Schools. It was noted that the school had to continue to meet certain criteria to qualify to be part of the project such as, having an allocated Mental Health Lead in school, ensuring the Special Educational Needs Coordinator (SENCO) was processing Child and Adolescent Mental Health Services (CAMHS) referrals and ensuring teachers attended the training that had been provided.

It was noted that a further project had commenced with the Youth Sport Trust, but visits had not taken place due to the Covid-19 restrictions, which would hopefully recommence when the restrictions eased.

It was reported that the project had also provided a further Place2be counsellor who would attend school once a week. In addition to the counselling that had already been in place, the new counsellor would target a further four pupils, which was an intense form of counselling and a one-hour session would take place with each pupil every week. In conjunction with the teachers, the school had identified the pupils that required counselling and had obtained consent from the parents for the pupils to attend the counselling sessions.

**Governors noted the Head of School Report.**

1. **SEND**

The SEND Information Report and Policy had been uploaded to the Governors Area on the school website prior to the meeting.

**A governor raised that the document referred to he or she and asked if the document should remain gender neutral.**

Yes, the document should remain gender neutral.

**Action:** Ruth Perry (RP) to remove ‘he or she’ from the SEND Information Report and Policy and replace with ‘they’.

It was noted that the main changes to the policy had been following the SEND audit. It was reported that the school had agreed that a formal method of identification for SEND would be required. Appendix one contained identification criteria outlining the process in detail. In order to streamline the process, ‘Class Action’ had been removed. It was noted that once a pupil had been placed on School Action, a One-Page Profile would be produced. The pupil could remain in a group intervention, but the One Page Profile meant that the pupil had their own individual targets that teachers and school staff could continually monitor.

It was reported that the KS2 SENCO had met with every teacher to discuss whether a pupil had been working significantly below age-related expectations, or whether a pupil had been required to be placed on the SEND register. Teachers had to ensure that the relevant documentation was in place and parents were aware of the targets. In addition, SEND had also been raised at parents evening, as it now formed part of the criteria to discuss.

SENCOs were currently working through SMART targets (specific, measurable, achievable, recordable and timed) to create specific targets for each individual pupil.

It was reported that new the provision map was in place and the school was currently uploading the data. It was noted that training would take place for all members of staff.

In addition, the Data Company had trained all members of staff on how to filter out the SEND pupils on SIMS. All the SEND pupils would be placed on SIMS however, B Squared would also be implemented. All pupils would have a teacher assessment however, certain pupils could not participate in NFER tests therefore, B Squared assessments would be conducted, which would form the pupils’ One-Page Profile targets. It was acknowledged that every SEND pupil/teacher/parent would therefore be aware of what would be required of them in order to move on to the next step.

*A governor recognised that access to the data would be more streamlined, which would benefit the teachers, staff and pupils.*

**Governors noted the SEND update.**

1. **Policies for Review**

**SEND Policy**

**The Curriculum Committee formally approved the SEND policy for ratification at the Local Governing Body (LGB).**

**Action:** The Clerk to include the SEND policy on the LGB agenda for ratification.

**General Data Protection Regulation (GDPR) Policy**

The GDPR policy had been uploaded to the Governors Area on the school website prior to the meeting.

**Governors noted the policy and were reminded of the procedures.**

The Parent Governor who managed the school Facebook page confirmed that personal details had not been discussed via Facebook.

1. **Any Other Business**

It was confirmed that Christmas dinner had been organised, a remote pantomime for each year group would take place and Christmas parties had been organised following the current guidance. In addition, the school would endeavour to arrange outdoor Christmas decorations on the school grounds, as a Christmas tree could not be placed in the school hall.

Finally, the school would be taking part in the Reindeer Rush 2020 to raise funds for KidsCan and a Jingle Jog to raise money for the school. The school were participants of Team Prancer for the Reindeer Rush 2020, and all members of staff would be required to record their walking/running/cycling miles over a two-week period to reach a target. Pupils would also take part in a sponsored Jingle Jog on Christmas jumper day and would be required to jog around the perimeter of the school in order to raise income to fund the Christmas activities.

**A governor asked if the Christmas activities had been communicated to parents.**

Yes, letters would be distributed at the end of the week, or the beginning of the following week.

*A governor confirmed that the Reindeer Rush had been published on the school Facebook page and families had been contributing.*

1. **Dates and Times of Future Meetings**

Thursday, 21st January 2020, at 09.15am

Thursday, 11th March 2021

Thursday, 6th May 2021

Thursday, 1st July 2021

Signed …………………………………………………. Date …………………................

Sarah Drake (Chair of Committee)

Meeting closed at 10.12am

**Summary of Actions**

* Ruth Perry (RP) to remove ‘he or she’ from the SEND Information Report and Policy and replace with ‘they’.
* The Clerk to include the SEND policy on the LGB agenda for ratification.