

ST BARNABAS' C.E. PRIMARY SCHOOL



Minutes of the virtual meeting of the Curriculum Committee held on Tuesday 9th November 2021 at 4pm

Present: Karen Boardman (Headteacher) Daniel Wilkinson (*from 4.08pm*)
 Anne Williamson Maguire Agnew
 Jo Patton (Chair) Lindsay Greystone

In Attendance: Maria Riley - Governance Support Officer / Clerk
 Kerry Davies – Deputy Headteacher from Clifton with Rawcliffe Primary- Pathfinder
 Sarah Curry - EYFS & English Lead
 Sheena Powley - Pathfinder School Improvement

		Action										
1.	<p>Welcome and Election of Chair Everyone was welcomed to the meeting and the clerk asked for nominations for Chair. Jo Patton offered to be the Chair, which all governors agreed with.</p> <p>Jo Patton was elected as the Chair of the Curriculum Committee for a period of one year.</p> <p><i>4.08pm – Dan Wilkinson joined the meeting.</i></p>											
2.	<p>Any Other Business None.</p>											
3.	<p>Apologies for Absence and Declarations of interest There were apologies from Lorna Longman with consent and no declarations of interest.</p>											
4.	<p>Minutes and confidential minutes of the meeting held on the 22nd March 2021 Previously distributed. The minutes were agreed as a true and accurate record of the meeting and the clerk will add approved and return to school.</p>											
5.	<p>Matters Arising and Action Plan</p> <table border="1"> <thead> <tr> <th>Action</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>The Chair asked 'Any other Business' was added to the top of all Curriculum agendas going forward which the clerk will add.</td> <td>Completed.</td> </tr> <tr> <td>The Curriculum map was ongoing on this would be shared with governors when complete.</td> <td>Completed.</td> </tr> <tr> <td>The governor asked if they would be shown more data when it was available, the Acting Headteacher answered that they would.</td> <td>Completed.</td> </tr> <tr> <td>The Chair of governors shared they needed to organise a Church School Distinctiveness group and that she would contact the appropriate governors about this.</td> <td>Completed.</td> </tr> </tbody> </table>	Action	Status	The Chair asked 'Any other Business' was added to the top of all Curriculum agendas going forward which the clerk will add.	Completed.	The Curriculum map was ongoing on this would be shared with governors when complete.	Completed.	The governor asked if they would be shown more data when it was available, the Acting Headteacher answered that they would.	Completed.	The Chair of governors shared they needed to organise a Church School Distinctiveness group and that she would contact the appropriate governors about this.	Completed.	
Action	Status											
The Chair asked 'Any other Business' was added to the top of all Curriculum agendas going forward which the clerk will add.	Completed.											
The Curriculum map was ongoing on this would be shared with governors when complete.	Completed.											
The governor asked if they would be shown more data when it was available, the Acting Headteacher answered that they would.	Completed.											
The Chair of governors shared they needed to organise a Church School Distinctiveness group and that she would contact the appropriate governors about this.	Completed.											
6.	<p>Terms of Reference</p>											

	<p>A governor suggested adding a sentence about the provision made for SEN on page 2, the Headteacher explained the word ‘vulnerable’ covered all groups and perhaps they needed to remove the example instead. The Chair agreed and the Headteacher will remove the example.</p> <p>The Chair questioned if monitoring the schools publicity was under the Resources committee remit as well as the Curriculum committee. The Headteacher responded it was and that the curriculum governors’ role was to review the publicity for the school linked to the curriculum and the communication with parents. A governor highlighted one of the aims of this committee was to look at resources to ensure the curriculum was being delivered.</p> <p>Approved.</p>	HT
7.	<p>Standards Update and Catch up plans including Support for SEND and Disadvantaged Pupils</p> <p><u>Standards</u></p> <p>The Headteacher reported all children from Year 1 upwards had completed a phonics screening to ensure there were no gaps, any children who did not pass the screening had undergone a further review into the phonemes they needed support with. The teachers then planned the interventions from these initial assessments. The teachers would carry out standardised NFER tests in a few weeks where they could then compare the pupils’ progress.</p> <p><u>Catch up Plans and Recovery Curriculum</u></p> <p>The Headteacher explained they had received the recovery funding and they were using it to split the years 2/3 classes and 3/4 classes to teach them separately on mornings only. The Headteacher outlined the staffing for this and explained they had experienced some problems with one of the teacher roles and were hoping for a suitable agency teacher for consistency.</p> <p>The Headteacher informed governors about the School Led Tutoring Grant which provided funding for 15 hours tuition for 60% of the PP children and the school needed to add the rest of the funding. They had pinpointed the children who needed this most and the intervention was starting soon. The teachers would carry out clear assessments before and throughout to measure the progress and phonics in KS1 and maths in Year 6 were priorities. The Chair questioned if the recovery premium funding was focusing on Maths and English, the Headteacher replied they could focus on emotional wellbeing but Maths and English were key skills. The Chair highlighted some children had struggled with the ability to learn key skills and being in a classroom after lockdowns, the Headteacher agreed and stated the right behaviour was important to access learning. She added a member of behaviour support services was working with classes too.</p>	
8.	<p>SEN Update including the transition between the SENDCos</p> <p><u>School SEN Profile</u></p> <p>The Headteacher explained the SEND information on a page which Carolyn Ray, Pathfinder SENDCo, had completed. They had seven children with My Support Plans (MSP) with some needing 1 to 1 TA support. Some of the MSP children needed to be progressed onto Education Health Care Plans (EHCP) however this was a long process. They had one pupil with an EHCP with 1 to 1 support who attended part time. The Headteacher highlighted they had a range of needs in school and a referral to CAMHS was a lengthy process at the moment. Children on band 1 or 2 had Individual Learning Plans (ILP) to follow.</p> <p>The Headteacher informed governors they had nine sessions each year that they could access for the Educational Psychologist (EP) and the EP was needed for an EHCP referral process. The Chair of governors added she had met with the SENDCo and parents had been informed if their child was on the SEN register and staff communicated with parents regularly. The Chair asked about a child in Reception who had an EHCP and if their needs had been identified in playgroup. The Headteacher answered their needs had been identified in playgroup and their 1 to 1 TA had moved with the child into school. The Chair queried if they had good communication with the playgroup, the Headteacher responded they did and the early years partnership allowed them to talk to other EY settings also.</p> <p>The Headteacher screen shared the SEND provision map and an ILP for reference. The Chair of</p>	

	governors explained the SENDCo had a Power Point she had shared with staff at the training day and she would send this out to governors. The Chair asked if the new Deputy Headteacher would move into the SENDCo role, the Headteacher confirmed they would and they would complete the SENDCo accreditation whilst being supported in school by the Pathfinder SENDCo until September 2022.	CoG
9.	<p>New EYFS Framework</p> <p>The EYFS lead reported there was a new EYFS framework and the baseline assessment needed to be completed within the first five weeks of the autumn term. The EYFS lead explained the biggest change was that the areas to teach were more specific. The Chair asked if this was helpful for the teachers, the EYFS lead responded it was as it allowed them to think through how they were teaching certain skills and it was precise. A governor queried if the headings were the same, the EYFS lead replied the headings had changed and they were trialling the new framework this year following Development Matters. The Headteacher added they factored in their curriculum planning the starting point for Reception children. The EYFS lead highlighted ICT was not in the new framework however they always taught it where appropriate.</p>	
10.	<p>Reading and Phonics <u>English Hub Visit and actions – Presented by Sarah Curry</u></p> <p>The Headteacher informed governors the English Hub had visited on the 15th October and they would support with phonics and early reading in school. There were many areas for development from the visit and they had implemented the new phonics teaching in school quickly.</p> <p>The English lead reported the main action had been to start the phonics and early reading program, ‘Little Wandle’ which they had introduced through staff training. As a staff they had discussed how best to teach the sessions and next week the staff would observe the English lead teaching a session then staff would start using the reading books that matched the program. The following week staff would begin teaching the sessions and the English lead would observe to ensure consistency and use of resources. A staff governor shared the Little Wandle training had been very useful and there were videos to help guide them with intervention lessons planned.</p> <p>The Headteacher questioned when parents would be updated about Little Wandle, the English lead answered they were creating a video for parents explaining the phonic and reading approach. The video would also explain when a child took a reading book home they would be 90% fluent in the book and the extra 10% would be achieved through reading at home. Two weeks after the video the parents would be invited in to observe a Little Wandle lesson and they will be signposted to how the sounds were taught.</p> <p>The Headteacher thanked the English lead for all her hard work and explained the success criteria would be added to the plan so that everyone knew the expectations by Christmas. The Chair queried if the playgroup were aware of the new phonics program as it would be good for continuity, the English lead replied not yet but they were checking the program to see if it covered phase 1 phonics and they would send the parent video to playgroup for information.</p> <p>A governor questioned how the teachers would know the children had read at home, the English lead responded the Reception and Year 1 children would have it written in their planners, further up the school they would need to assess. A Pathfinder attendee added they had been looking at a digital record scheme and homework scheme that could be accessed via an iPad. The Headteacher added they needed to review the reading expectations. A parent governor agreed and highlighted parents needed to understand the expectations and a homework club would be good perhaps where parents could also attend so they gained knowledge of how to complete the work.</p> <p>The Chair asked if the Bug Club resources were ok to use, the English lead responded they could use these resources however Little Wandle resources were better as they followed the sessions taught. The Chair queried if they had enough resources, the English lead confirmed they had purchased plenty of resources which the English Hub were paying for half the money and the PTA funds had also helped.</p>	

<p>11.</p>	<p>Curriculum Update <u>Maths Mastery – presented by Lindsay Greystone</u> The Maths lead screen shared the maths mastery approach and explained there were five big ideas in the mastery approach but the children made small steps using concrete materials before moving onto abstract. The approach helped to make children fluent and secured their times table knowledge and number facts and it linked to key stage assessments in arithmetic and reasoning. Using the mastery vocabulary was important and they mapped the planning against the White Rose curriculum. EY and KS1 had started using the mastery approach and KS2 would also use it.</p> <p>The Maths lead explained each morning the children completed activities on understanding the four operations and there were hoping to buy a maths scheme with a workbook for the children to use that covered fluency, reasoning and discussion as this would help unify the teaching of maths. The Headteacher added they needed a maths scheme that simplified the lessons and reduced the workload for teachers and although this would be expensive they had money in the curriculum budget and then staff could be trained on the January inset day. A governor commented the school had to get English, Maths and SEN right for the children and if this scheme worked they needed to introduce it. The Chair challenged would the maths scheme be remote learning ready if they needed it to be, the maths lead answered the company were looking into their provision for online learning and she could find out.</p> <p><u>Draft Curriculum Intent</u> The Headteacher reported this was the draft vision for the curriculum and it underpinned everything they did. A governor suggested adding that the curriculum builds on the children’s learning from EY through to Year 6 using the same language and ensuring the building bricks were in place. The Chair commented the school was very good at sharing their strengths and supporting each other. The Headteacher agreed to share the curriculum intent at the next FGB.</p> <p><u>Curriculum Plan and overview of School Improvements</u> The Headteacher shared the document and explained it would help them assess when reviewing the basic subject areas, the teaching & learning and assessments. The Chair of governors stated this was a key document that needed sharing with governors regularly and that governors needed to complete the governor section.</p>	<p>LG</p> <p>Agenda</p>
<p>12.</p>	<p>Policies for Review <u>SEN Policy and SEN Report</u> The Headteacher explained the SENDCo had updated both of these and the Chair of Governors highlighted the governors needed to be aware of their roles and responsibilities for SEND. Approved.</p>	
<p>13.</p>	<p>Any Other Business None.</p>	
<p>14.</p>	<p>Dates and time of next meeting: Tuesday 15th March 2022 at 4pm The governors requested another curriculum meeting at the end of January 2022. The clerk will review dates and organise another meeting.</p>	<p>Clerk</p>

The meeting closed at 6.03pm

Jo Patton

Jo Patton (Chair)

18th January 2022

Date

ST BARNABAS' C.E. PRIMARY SCHOOL

Action Plan following the Meeting of the Curriculum Committee held on 9th November 2021

	Action	Item	Person	Date
1.	A governor suggested adding a sentence about the provision made for SEN on page 2, the Headteacher explained the word 'vulnerable' covered all groups and perhaps they needed to remove the example instead. The Chair agreed and the Headteacher will remove the example.	6	HT	By next Curriculum meeting
2.	The Chair of governors explained the SENDCo had a Power Point she had shared with staff at the training day and she would send this out to governors.	8	CoG	By next Curriculum meeting
3.	The Chair challenged would the maths scheme be remote learning ready if they needed it to be, the maths lead answered the company were looking into their provision for online learning and she could find out.	11	LG	By next Curriculum meeting
4.	The governors requested another curriculum meeting at the end of January 2022. The clerk will review dates and organise another meeting.	14	Clerk	ASAP

Items for the next Curriculum meeting:

Items for the next FGB:

Curriculum Intent

APPROVED