



Curriculum Committee meeting working document

Meeting – Friday 13 th November	Notes	Actions
Attendance	SE, YC, KW, MW, HMc, JL, LG, JK Apologies-KB	
Overview	<ul style="list-style-type: none"> • KW addressed the committee. Mentioned the subject leads working on each subject impact statements and policies. KW discussed the schemes purchased to support the progression of Maths and English. • KW has taken the lead on the implementation of these strategies and • SE mentions her walk around the classrooms to view the school and running of this during COVID • SE looks through Seesaw regularly to see what the children are doing each week • Purchase of sketchbooks and implementation of DT has been well received from children and families is really positive • KW mentions the regular curriculum meetings and the opportunity for Governors to see each subject leader to discuss their work. There is monitoring taking place currently to ascertain the evidence captured and the topics covers across each subject • Curriculum meetings you be held every other Friday next meeting Friday 27th November • HMc asks if Pastoral will be held alongside this as previous • Governors felt it may be beneficial to hold a separate Pastoral meeting given the impact of COVID and the focuses on well-being of pupils and staff and the mental health • It was discussed that this meeting could be held directly after SLT and Curriculum so as to keep the fluency but separate the committees initially 	<p>HLJ to discuss with KB and KR and email out to committees to inform of timings and dates for upcoming meetings.</p> <p>KW to email out well-being document to Governors</p>
Subject Leader input		
English-JK, LG	<ul style="list-style-type: none"> • LG & JK have created overview document to be embedded here • LG discusses the impact of the new programs implemented Literacy counts, Read to Write and the impact of this on teaching and pupils • LG reflects on the fact that there was previously no one scheme that was followed • LG speaks about guided reading and the funding brought in to support consistent guided reading throughout year groups • LG has created a file on the shared drive for 11 by 11 reading scheme. • School have signed up to Vocabulary Ninja. LG is working with TA's to map this and focus on vocab across varying subjects • School have also signed up to a phonic tracker to track phonics. LG notes the tracker systems is able to track children who need support, which areas these are and the 	



Curriculum Committee meeting working document

	<p>resources to provide those interventions</p> <ul style="list-style-type: none">• Costs of this is £3 per child which can be spread across 3 years• KS2 3-5 have also been set up on the phonic tracker to pull out those children who may need additional support• JK added that Y2 will be taking the phonics screening check and JK is currently working on this• LG mentions handwriting and the schemes available to staff to support this• LG notes the handwriting books are not suitable as they are teaching the children to write too big• LG notes that a steering group has been created to support, supports staff in• LG mentioned the purchase of 3 new benchmarking kits. These come with digital resources• YC Question to LG and JK – “Were you shocked but eh results of the testing”-JK notes that first testing was really low but children are rising and this is progressing.• KW notes fluency amongst the children and this is lacking. Children are lacking in the comprehension from the text. Children are working on this in upper KS2.• SE mentioned the reading band scheme and the competitiveness amongst the children and the pressure amongst families for their child to move bands	
Maths-KW	<ul style="list-style-type: none">• KW notes that school I part of mastery program which will span 5 years• National NCTEM project. KW and LG met with Rosie a maths specialist and looked at a red amber and green system to look at the teaching and effectiveness of teaching and progress.• Stage 1 development program-Lesson study-involves becoming scheme teachers and master specialist. Non-confrontational, no pressure to assess teaching. Then• Funding is part of this project-LG and KW working on updating the policy with this• KW notes the changes already implemented and the need to minimise more change but to follow a path that is fluent• Big Maths and LBQ will run alongside this project and help to enhance learning	



Curriculum Committee meeting working document