




Curriculum Committee meeting working document

Meeting – Friday 13 th November 2020	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		
<p>English-JK, LG</p>  <p>Report to Governors Nov 2020.docx</p>	<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 	



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	<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	



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Meeting Tuesday 23 rd February @ 9.30am	Notes	Actions
Attendance/Apologies	KB, YC, LG, JK, HMc, DS(left meeting @10am), MW, JL, SE Apologies-KR	
Overview	<ul style="list-style-type: none"> • There are no matters arising or pecuniary interests during this meeting. • KB noted that although all children are required to attend school from 8th March some families will not be retuning their children due to family health issues. Some bubble closures may be expected. • SE asks if families do not return their children will there be fines issued. KB answered that some families will be part of exceptional circumstances meaning they will not be marked as unauthorised absence. • DS asked if some classes will remain in bubbles but there is no guidance for this at this current time. 	
Policies	<p>Remote Learning Policy</p> <ul style="list-style-type: none"> • SE asked if any members have questions about this policy • JL raised the issue of Teachers sending information out of office hours. • LG responds that although in an ideal worked this may not always be possible. LG noted the impact of mental health and well-being for the children and families and the impact of our families being majority key workers and needing to respond sometimes out of hours. • SE asked are we aware of the amount of children who are accessing the remote learning. • LG responds that teachers have access through seesaw who has been active on Seesaw and when, if they have read messages, there are other platforms used for remote learning which also has this capacity such as Reading Eggs. • KB adds that this information would be useful if Ofsted called for this. Ofsted may look at children and their patterns o access and look to further plans as to what school is doing to engage with families and support them. • JK adds that any families who are not engaging have been called and there are often some valid reasons for non-engagement and the use of platforms such as Reading eggs allow children to access this on their own. • JK notes that there are consistent families and there are other families not engaging but school works to ensure the children are safe and well and offer support where needed. • SE asks how the situation with devices for children home learning and the process for this as school had the resources to support them with this. Forms have been sent out to all families’ not in school and there has not been much uptake however several families now have a school device at home. 	



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	<ul style="list-style-type: none">• KB adds, still awaiting devices from the DfE and KB has ordered 8 more laptops and Chromebooks.• YC adds the confidence from Governors that staff are dealing with these issues extremely well and have the full confidence of the governing board• KB suggested that as Governors have access to home test kits they may wish to come into school and to monitor the situation within the school community• HMc asks that all children with EHCP are in school and if not how are we monitoring this.• KB adds that 1 child has complex issues has not attended due to the complex behaviours and the safety for staff and pupils within the year group. KB added that this particular child is looking at other setting that will better support their needs.• Kb also adds that all vulnerable children such as LAC or children with social care involvement are currently attending school and all support meetings are being held for those children when needed virtually.• KB also added a few children whose families are vulnerable but not COVID related per say and these children are attending.• KB adds that although school is only open to key worker and vulnerable children we have 109 pupils attending currently, so 35% of school population to 60%. Our school against Deeside is 40+%. KB adds that being in terms of read to reopen all that is required is the specific guidance t support the wider reopening.• DS asks any truth in rumours of school being during summer term. Kb responded to question that staffs are entitled to a break and school will not be open during this time.	
Subject Monitoring Update	<ul style="list-style-type: none">• Discussion surrounds quality of work undertaken by the staff during this difficult time. SE would like it noted that efforts of the staff to providing quality work and support to families and children both in school and at home.• LG added the support staff have been enabling interventions to continue for those children in areas such as SALT and maths support.• SE would like to thank all the staff for their efforts and work during this time.• KB notes the situation surrounding our current SALT service and the self-testing. KB added that all staff have opted to self-test and if they refused to self-test KB would need to separately risk assess that individual for the safety of other staff members and children within the school community however for school staff employed by Pensby Primary this has not been the case.• KB adds that outside visitors such as our IT technician or SALT. SALT is not willing to self-test and for this reason she is no longer attending school. KB has then reached out to discuss the need to add on missed sessions to which a response was received that they would not provide additional sessions. Therefore Talk About Town are no longer providing a SALT service. KB will be contacting ICO to discuss the current SALT	



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	<p>records for the children and how to proceed with this to ensure the children’s data is safe and secure.</p> <ul style="list-style-type: none">• HMc asks how the staff is coping with the pressures.• JK responds that the support staff have been an invaluable resource during this and the current rearrangements of the staff room for example have made the environment more pleasant to work in.• JL asks why Nursery families do not have access to class app on Seesaw.• KB adds that Nursery runs differently that rest of school. Seesaw is more of a learning journey to record work and daily life within the setting.• KB adds that school are currently working with WIZZKIDS from DfE funding to support Google classrooms and Google platforms and provide with emails to support the IT part of the curriculum. Staff training is booked for this next week.	
AOB	<p>HMc noted when the next Pastoral meeting will be? KB responded that this is being organised by chair KR. SE and YC would like to get some home tests to be able to come into school and also have some insight into new systems such as reading eggs ad s part of their role with Literacy.</p>	
Date of next meeting.		