

**Hemingford Grey Primary School
Governing Body
Minutes of the Curriculum Committee Meeting
Held via zoom on Tuesday 10th November 2020 at 4:30pm**

Present: Jenny Jones (Chair of Committee, JJ)
Kirsten Marriott (Head, KM)
Danielle Jones (DJ)
Helen Peat (HP)
Ruth Burrows (RBU, arrived during item 3)
Rick Howell (RH)
Grace Matthews (GM)
Rachel Brown (RBr)
Diane Moore (DM)
Clare Birkin (CB)
Sarah Symons (SS, present for items 1-3)
Kathryn Miller (Clerk)

1. Welcome and apologies for absence, declarations of interest

The Clerk welcomed everyone to the meeting. Apologies were received and accepted from VA. RBU advised prior to the meeting that she will be arriving late. No declarations of interest were made. Two new governors and our visiting teacher were welcomed and introductions were made.

2. Election of Chair and Vice-Chair

JJ was nominated for the position of Chair which was unanimously agreed. DM offered to take on the role of Vice-Chair which was also agreed.

3. Presentation on the Curriculum Team approach and Key Influencer Theme

SS delivered a presentation, supported by an electronic display. SS described how the school curriculum is judged for its intent, implementation and impact. The foundation subjects are taught using a range of exciting theme questions which are planned to provide a broad and balanced curriculum for all pupils. These themes have all been reviewed and, in order to help make the learning stick and to bring different threads of the curriculum together, the school has introduced the idea of key influencers. These are people that the children will spend time exploring, investigating, and revisiting, and are linked to each of the foundation subjects. To further embed the idea of key influencers, each school house is now linked to a key influencer with six potential influencers researched and presented by year 5 and 6 children and the rest of the school voting for the top 4. SS demonstrated how the school makes progression documents, as well as medium and long term plans, and how the impact of the curriculum will be measured. An electronic copy of the presentation will be circulated to all governors.

Question: Is there differentiation within this plan for each year group?

Response: Yes this will be provided as part of a teacher's daily lesson plan which will be tailored to each individual class.

Question: Can we have a copy of this presentation please?

Response: Yes the Clerk will circulate this with the minutes from this meeting. SS confirmed examples of progression documents, as well as our medium and long term plans, can also be emailed to governors if requested.

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Question: One of the recommendations from our last Ofsted report was for governors to have a better knowledge of how children are progressing in the foundation subjects. Do you feel that all of these plans, along with the Key Influencer theme and use of Classroom Monitor, is going to give us a better evidence base for this?

Response: Yes it will, and monitoring will also prove this with evidence as part of this process which we will be doing regularly.

Question: How is the monitoring process planned to take place?

Response: This is scheduled to take place regularly as part of team meetings, training days, and management time out of the classroom. It is part of our performance management targets and takes place across the phases.

Question: Is there any benchmarking with other schools?

Response: We do moderate regularly for maths and English but have not yet done so for the other subject areas. We could look at doing this in the future.

Question: Does the school engage with any relevant professional bodies and organisations to support CPD for the curriculum work?

Response: We are looking into this as part of our new curriculum teams. These teams now have a budget which could be used towards this if it is felt that this would be of value to the children's learning. We are also looking at enhancing the learning by engaging with local community groups. Any suggestions would be welcomed for us to consider.

RBu was welcomed to the meeting at this point. Governors expressed their thanks to SS for giving up the time to come and present at the meeting.

4. Minutes of the last meeting and matters arising:

a) Equality Act Updates - JJ advised she has guidance which states that updates to our equality objectives need to be completed every 4 years, as opposed to annually which we have previously been doing. JJ will share this guidance and this can be changed for the future.

COMPLETED.

b) Policy review - Anti-bullying (incorporating Anti-bullying contract, Racist Incident Report Form and Bullying Log). **TO BE COMPLETED: It was agreed that DJ will look at this with JJ and GM (see item 9). The policy does now need reviewing as part of the new PSHE policy.**

c) Policy review - Inclusion (consider as part of this review whether it could be incorporated as part of our SEND and Equality policies). **TO BE COMPLETED: It was agreed that RBu will review this with Michelle Parker when they meet this month.**

Action: RBu

d) **Governor Visits** (including Visit Report Proforma, consider including 15minute learning walk and report back from this). JJ, GM and RBr agreed to review this together. KM advised

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she has already reviewed the policy and does not have any changes to recommend. KM has noted several comments regarding the report proforma which she will send to the other governors so they can incorporate this into a new format. **TO BE COMPLETED: KM advised she has included a section on governor monitoring in the school's development and recovery plan. KM to discuss this initially with HP so they can plan how to move forward with this policy.**

Action: KM/HP

The minutes were approved and will be signed by the Chair of this meeting at the earliest opportunity.

5. Data overviews for all year groups and update on the recovery curriculum

Documents were circulated to all governors prior to this meeting, along with a note from KM explaining the new approach to this. KM confirmed they are live documents which will continue to be updated. Governors sent questions to KM beforehand, which KM responded to at this point.

Question: Is Michelle Parker currently carrying out testing for dyslexia screening?

Response: Yes, we have been well supported by the SEND service, which has allowed us to buy into online testing and training for this. Michelle will update her assessments to the live reports so all relevant staff can see this.

Question: Reception year – what are the reception age indicators and when is it expected that a child should meet them?

Response: There is a new Early Years Framework now in place. KM would like to arrange for Sarah Askew (Early Years Lead) to speak to RBr about this further, in her role as Early Years Link Governor, as part of governor monitoring. It would also be useful to look at how this will involve the playgroup in the future.

Question: It would be really helpful if the headings for tables and pagination could be sorted so that it is easy to look at the data in a table with its header.

Response: KM will incorporate these suggestions.

Question: Where you have listed children coming on and off roll, is this throughout that cohort's time in school – i.e. should I expect the list to get longer from R to Yr 6?

Response: Yes there will be a longer list because of this.

Question: Have the targets set (for years 2 and 6) taken account of time out of school due to Covid?

Response: We have set targets with the Local Authority (LA) based on our Fischer Family Trust data (pre-covid). Sue Bowman (LA Primary Adviser) has advised us to continue with these targets and then at the end of the Autumn term when we have completed our first term's assessments, we will revise them.

Question: Will the catch up funding be enough to support all those children identified as needing it?

Response: The funding has been confirmed as £80 per pupil which will have to be spent very creatively to ensure we maximise the impact. This will be discussed further as part of agenda item 7.

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Question: What does 'EM' mean as part of the vulnerable groups?

Response: Ethnic Minority.

6. Supporting well-being of the whole school community

DJ and JJ explained that we are going to work towards achieving a new National Wellbeing award for schools. It is felt that wellbeing is particularly important in the current climate. We are required to produce a portfolio of evidence as part of this, based on a framework, which will enable us to evaluate our work; to identify areas for improvement, and to celebrate what we are already doing well. We will be provided with an external assessor to support us with this, and the award is on a 3 year cycle. We feel as though this will be a way to bring together all the good work we are currently doing, as well as to support us to continue improving.

7. Additional funding streams – reviews of last year (if relevant) and future plans

a. Pupil Premium (PP)

The supporting document for PP was circulated to all governors prior to this meeting. KM is working with Jo Guest (School Finance Officer) to ensure we provide more detail about how PP is specifically spent in the budget. This is particularly important now due to the increase in our PP funding this year and ensures our accountability. There has been a change to how we allocate Teaching Assistants' (TA) time, which will now ensure the greatest proportion of their time is allocated to where the greatest needs are within the school. We now have a spreadsheet which details this further and provides evidence of the impact of the PP funding.

Question: Are pupil premium amounts provided and evaluated on an academic year rather than a budget year?

Response: Our funding is provided on a financial year, based on the results of the January census. We do plan for the following academic year however. KM to provide a document for the next meeting, to explain this further.

Action: KM

Question: Are the gaps in the baseline assessment simply down to timing of when this report was compiled?

Response: Yes.

Question: Planned expenditure – I find it difficult from this table to understand where the money is being spent. As well as the total, could an amount in brackets be put after each item in the 'Chosen action/approach' column?

Response: KM to provide a document, as mentioned previously, to explain this further.

Question: Review of expenditure – is it possible to provide some review of the estimated impact despite the lack of SATS? There are presumably autumn and spring term progress data available for last year.

Response: KM will look into this.

Action: KM

Question: Do I understand correctly that the reduction in payments to enable all pupils to access a range of opportunities has now been removed, or will this now be funded from a

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different element of the school budget (I see some has been included in sports premium spending)?

Response: The purpose of the funding is to improve the life chances of those children, which means we need to work towards ensuring those children leave our school having met their Age Related Expectations in maths and english. We recognise that we will sometimes need to support children to access other opportunities, which could also impact on their life chances in different ways.

Governors agreed to discuss this further at a future Curriculum Committee meeting.

Action: JJ

b. Sports premium (SP)

We were able to carry some of this funding over from last year (£4,000) which has now been spent, mainly on investing in the children's outdoor play equipment. Our focus is on promoting healthy active children. We are continuing to work with the Huntingdonshire Sports Partnership (HSP) to offer lunch clubs for the children. This works towards meeting one of the key indicators in the SP document, for children to complete 60 minutes of daily exercise (an increase from 30 minutes previously). Staff feedback is that there has been a reduction in behavioural issues reported at lunchtime.

Our plan for this year is to explore and challenge sports stereotypes, upskill teachers, and focus on competitive sport when it is possible to do so again. Also to ensure we are promoting health and fitness which is accessible to all; one of the ways we are looking to do this is by engaging with initiatives including the Daily Mile.

Question: Will the clubs be operating within each bubble or are we looking ahead to when bubbles can mix again?

Response: We are planning to gradually increasing our clubs with support from HSP and at the moment this will be for specific bubbles. We are also actively targeting bubbles with higher numbers of PP to encourage engagement with this.

Question: Will there be a cost to parents and carers for the clubs?

Response: PP children will be subsidised and we will look to assist with funding for targeted children as much as possible to encourage them to achieve the 60 minute daily activity.

Question: Will the document be published on the website with at Hemingford Grey School header and the first two 'template' pages removed? Will there also be a version with acronyms expanded (such as EVC and OAA)?

Response: Yes KM will publish this document with the acronyms explained. EVC - Educational Visits Co-ordinator – DJ recently attended training for this and will have an overview of this for the school. She will look at how they fit in with our progression documents and to ensure they provide us with value for money. OAA – Outdoor Adventurous Activity such as orienteering.

Question: How do you know what percentage of the current year 6 cohort can swim at least 25 m given that there was no swimming in the summer term for year 5?

Response: KM will update this data. We have asked the children about this and the results are broadly in line with previous teacher assessments. We will be booking swimming lessons for the children for the summer term.

A query was raised regarding children's water safety competency which is a separate issue to the distance they can swim. We currently report a low achievement rate for this so is an

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area we need to address. This may already be included as part of their swimming lessons, KM to check this. KM will also discuss this with RH when they meet to discuss safeguarding in the summer term, in terms of water safety needs of the children in their local context.

Action: KM

Question: Do you think the competitive sport section will need some amendment this year? Competition/tournaments with other schools seem unlikely unless these are virtual.

Response: Yes we will amend this as necessary but generally we will go ahead with what we are currently planning to do throughout the year.

Question: What governor monitoring would be useful? – E.g. visit/virtual tour of provision during breaks and lunch-times.

Response: Governor monitoring of lunchtimes would be particularly useful.

c. 'Catch up Funding' and the National Tutoring Programme

JJ advised she has seen another school's website with a simple statement about the Catch Up funding and how they plan to use it in very broad terms, and suggested we could look to do this too because the GB is accountable to communicating this with parents and carers. JJ to email the details to KM. KM is currently discussing the funding with the Senior Leadership Team (SLT).

Action: JJ

For the National Tutoring Programme, we have a list of staff we have identified which we will submit to the National Tutoring Agency and they will provide us with 75% funding to provide this for years 1 upwards. We have identified children who we would like to target for this. KM has written to all parents and carers to update them on the situation, to acknowledge that some children are not yet where we would like them to be and that we will be using the funding to support this progression where it is necessary.

8. Governor monitoring – staff input at curriculum meetings and 'visits'

Governors confirmed they find staff input at meeting very useful and valuable.

A suggestion was made for the next governor monitoring visit to focus on reading, as this was on the school development plan and it is now even more important to focus on as part of the recovery plan. The visit after that could focus on early years in the summer, as by then we will have had some time running the playgroup and can look ahead to plan for September –

AGREED.

9. Policy Reviews – allocate reviewer for:

- **Accessibility Plan**

It was agreed that RBu will review this, as part of discussing inclusion and SEND with Michelle Parker.

Action: RBu

- **Charging and Remissions**

RBr to review this.

Action: RBr

- **Sex and Relationship Education**

It was agreed that JJ, GM and DJ will review this, using the new model SRE and PSHE policies. Also to ensure this is in line with the Anti-Bullying and Behaviour policies.

Action: JJ/GM/DJ

Question: The new model policies mentions having developed them through consultation with parents and carers and not sure if this has actually happened in our case?

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Response: Parent polls were conducted during the period of school closure and we have data to analyse as a result. We also have a list of parents who have contributed and are happy to discuss it further with the school.

10. Safeguarding – e-safety and review of policy on mobile phones related to NHS Test & Trace app

KM confirmed the new mobile phones policy will replace the previous one. We also need to include a statement on smart watches and to identify areas which overlap with our AUP. A request was made to also move across a number of specific statements from our existing policy to this new one which KM agreed to do.

Action: HP/KM

KM and RH will discuss e-safety at their next safeguarding meeting and RH will then report back to governors. KM advised she has sent out a reminder to parents and carers regarding responsibility of children's use of mobile phones when they are on the playground before and after school, using their own data network which will not be safeguarded in the same way as the school's wifi system. KM recognises this is an important ongoing issue and would like to raise the profile of this.

11. AOB

None.

Meeting closed at 6.13pm.