

**Hemingford Grey Primary School  
Governing Body  
Minutes of the Curriculum Committee Meeting  
Held via zoom on Tuesday 23<sup>rd</sup> February 2021 at 4:30pm**

**Present:** Jenny Jones (Chair of Committee, JJ)  
Kirsten Marriott (Head, KM)  
Danielle Jones (DJ)  
Helen Peat (HP)  
Ruth Burrows (RBU)  
Rick Howell (RH)  
Grace Matthews (GM)  
Rachel Brown (RBr)  
Diane Moore (DM)  
Sarah Askew (SA, present for items 1-2)  
Kathryn Miller (Clerk)

**1. Welcome and apologies for absence, declarations of interest**

The Chair welcomed everyone to the meeting. RBU advised prior to the meeting that she will be arriving late. No declarations of interest were made. Our visiting teacher SA was welcomed to the meeting.

**2. Presentation by Sarah Askew – Foundation Stage (FS)**

SA delivered a presentation to governors explaining the changes and development that have taken place within the FS in the last 18 months, as well as plans for the future. The presentation will be circulated to all governors following the meeting.

**Comment:** Following our recent budget meetings, we are confident we are in a strong position to be ambitious with our plans for future development.

Response: SA has discussed various plans and ideas with KM which will be built into our budget.

**Question:** Do we have plans in place to support the transition of FS children going into year 1?

Response: Yes we do already have plans in place for this, however we are having to make adjustments due to the effects of the pandemic.

Governors gave thanks to SA for her time and her presentation, full of passion and enthusiasm, which was exciting to listen to.

**3. Minutes of last meeting held on 10.11.2020 and matters arising**

a) 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. **TO BE COMPLETED: RBU advised she will arrange to speak to Michelle Parker about this at another meeting.**

**Action: RBU**

b) 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 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: JJ, GM**

Signed.....Date.....

and RBr to add a new format for visits to replace the appendix. This can be sourced from The Key.

**Action: RBr/JJ/GM**

- c) 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. **COMPLETED: KM advised she is unable to circulate this document due to the confidential nature. KM confirmed our Pupil Premium statement, on the school website, provides this information relating to how the funding is allocated.**
- d) 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. **COMPLETED: KM advised the Pupil Premium review document, available on the school website, provides this information.**
- e) 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 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, but we need to evidence how any Pupil Premium spending, impacts on maths and English outcomes.

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

**COMPLETED: Item is on this agenda.**

- f) 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 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. **TO BE DISCUSSED AT THE SUMMER TERM MEETING**

**Action: JJ**

- g) '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). **COMPLETED.**

- h) Policy reviews: **COMPLETED: Item on this agenda.**

- i) 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. **TO BE COMPLETED.**

**Action: KM**

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

#### 4. Wider curriculum opportunities for all children

DJ advised she is currently looking into this for when trips and visits are allowed; DfE guidance does not currently permit trips. She has recently completed her Educational Visits Co-ordinator (EVC) training to support her in ensuring equal opportunities for all. This will be part of our ongoing long term recovery plan and we are looking to utilise our local area more. Nick Churchill has lots of plans for developing the grounds in our school, including creating designated areas for different classes. We are working with the Local Authority Outdoor Adviser and they have confirmed they will provide free training for our Teaching Assistants to enable them to support with this.

#### 5. Data overviews

This document was circulated to all governors prior to the meeting, and governors asked the following questions:

**Question:** Year 6 - Is the combined ARE+ figure (Autumn 2020 END) based on TA or NFER? How does Y6 compare to expected end of year outcome, FFT would indicate virtually on track?

Response: The combined is teacher assessment. The 2% difference at the end of November indicated that the children were largely back on track. However, as we approach the end of February and children have not been in school since December 18<sup>th</sup>, the next step is to re-assess children at an appropriate time after welcoming them back on 8<sup>th</sup> March.

**Question:** The Pupil Premium gap is very large, how does the prediction compare to the FFT data for this group?

Name	KS1 results			Y6 FFT Predictions			Y6 Autumn Term		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
	ARE	WT	ARE	ARE	ARE	ARE	WT	WT	ARE
	B	B	B	Pre KS	Pre KS	Pre KS	Pre KS	Pre KS	Pre KS
	WT	WT	ARE	WT	WT	WT	WT	WT	WT
	ARE	ARE	ARE	ARE	ARE	WT	ARE	ARE	WT
	ARE	ARE	ARE	WT	WT	WT	WT	WT	WT
	GD	GD	GD	GD	GD	GD	GD	GD	GD
	ARE	ARE	ARE	WT	WT	WT	WT	WT	WT
<b>ARE+</b>	71%	57%	85%	42%	42%	28%	28%	28%	28%
<b>GD</b>	14%	14%	14%	14%	14%	14%	14%	14%	14%

Signed.....Date.....

Combined	57%			28%			14%		
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Response: Please see table above:

**Question:** Year 3 - Reading / writing Teacher Assessment is concerning, although massive progress from beginning of Autumn term. What is a realistic targeted outcome for end of year for this cohort?

Response: This cohort is being carefully tracked. There are a large number of children who are being assessed for dyslexia. We cannot consider a realistic target at this point; children have not been in school since December 18<sup>th</sup>, the next step is to re-assess children at an appropriate time after welcoming them back on 8<sup>th</sup> March.

**Question:** There is a big difference between Maths NFER and TA; how do you explain this?

Response: The TA mark book is lower as it is classroom monitor so not all the objectives had been covered and taught as we had only covered place value and number by then as part of our catch up so the NFER is a better reflection as it tested on all aspects of the curriculum. It shows a massive improvement from September and supports the extra maths that we do in starters and independent times when we go over other aspects of maths as part of consolidation and restorative curriculum.

**Question:** Year 1 – There is evidence of significant underachievement, and it would appear this cohort has had the highest negative impact from Covid, which I assume, as the January support programme was unable to take place, has become a bigger issue. How will you address this, and (assuming this is the last of the lockdowns) how many years would you project it taking before the gap closes to a more acceptable level?

Response: Yes, this cohort, which had particular challenges before Covid, will require a lot of input. Catch Up plans are currently being revisited with a visit from our Primary Advisor to focus on this area planned for March 1<sup>st</sup>. Recovery will be a long term process with many variable factors.

**Question:** What percentage of this cohort were accessing school / home learning during lockdown number 3?

Response: As a snapshot before half term:

% of children engaged	82%
% in school	28%
% with high engagement	28%
% with no engagement	18.00%
In school or at home with high engagement	56%

**Question:** One child with significant needs is taking a large amount of teaching resources. How is this being addressed?

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Response: We have involvement from the Local Authority to support the provision for the considerable SEND needs. We were heavy on support from Teaching Assistants (TAs) – There were 15 additional hours put into the budget as emergency hours whilst this cohort was in the FS. We kept these hours in the budget 20/21 as we knew that additional support would be required for this child or other identified children in the cohort and the TA moved from FS to Key Stage 1.

**Question:** Year R - The data indicates that no additional children started working within FS descriptors after the first term at school, and I assume that is still the case as we are at the end of lockdown 3. To provide some context as to the impact lockdown has had, what would be your normal expectation at this point of the school year (50% through)?

Response: We have no comparison as these descriptors are from the new framework (we are EYFS Early Adopters). We do have internal breakdown of the data (Emerging, Expected, Exceeding) but have used these internally to plan next steps. Data (e.g. soft data) from other measures (parent polls/engagement levels etc) will show impact.

**Question:** You reference non-covid low attendance, how are you having a positive impact on this?

Response: As school has been closed, attendance has not been monitored. These children/their families will be monitored when school opens.

**Question:** In the catch up section for year 6 it says learning will include test readiness and technique - why is this necessary given that there will be no SATS tests this year?

Response: Typically in Y6, children experience SATs as they will have had NFER throughout the year. As part of secondary readiness, we feel the children should still be prepared with these skills. Historical, maths dip at our school was related to test readiness, so we keep these skills as a priority across school.

**Question:** Can governors hear about the Jane Considine method for writing at some convenient point? Has the currently lockdown affected plans to roll this out in the spring term?

Response: Yes, Y3/4 have not begun this approach due to school closure. A visit from the link governor would be useful once in school learning commences. It was agreed that DM, as Link Governor for English, will arrange to visit the school towards the end of the summer term. She will focus on Key Stage 2 writing progress, and Key Stage 1 reading progress.

**Action: DM**

**Question:** Have I understood the data correctly, in that governors need to keep a particular eye on progress in year 3 and in year 1?

Response: Yes and also with the current FS.

**Question:** Is the tutoring, funded by the National Tutoring Programme, being delivered during school hours?

Response: Yes, we pay 25% of the cost and the National Tutoring subsidise 75%. KS1 tutoring will take place in school hours and LKS2 before school. The staff members work these as additional hours and are paid by the tutoring company SP Tutors.

Signed.....Date.....

## 6. Monitoring Visits Feedback:

- **Remote Learning**

DM's report from her recent monitoring visit was circulated to all governors prior to the meeting. It was confirmed that Sue Bowman, our LA Adviser, has also completed monitoring.

- **SEND**

RBU confirmed the report from her monitoring is now complete and will be circulated.

**Action: RBU**

There are currently 24 children on the SEND register. Michelle is working hard on the EHCPs and also with the Early Help Assessment system, which lots of parents and carers are accessing for support.

- **Mental Health and Wellbeing**

A Governor Wellbeing Guide was circulated to governors prior to the meeting. JJ advised she recently completed a wellbeing course. JJ, GM and DJ recently had a successful virtual meeting to monitor wellbeing matters. GM commented that she was very impressed by the dedication of staff, particularly in the current climate. DJ advised we are currently working towards a mental health award for the school, using a self audit tool. This is now a high priority for the school and we want to ensure teachers have the best resources to be able to support our children.

## 7. Link Governor Roles – Pupil Premium

RBr explained we still have a vacancy for our new Pupil Premium Link Governor role. It is proposed that this will be combined with the SEND role which RBU has responsibility for. KM advised she has been looking into training for this and has lots of exciting plans for this area across the school. RBr will contact governors again to explain this further.

**Action: RBr**

## 8. Policy Updates:

- **PSHE and SRE**

DJ confirmed she has been working on updating these, using new model policies from the LA. DJ will send them to the Clerk once completed.

**Action: DJ**

- **Charging and Remissions**

RBr reviewed this and it was circulated to all governors prior to the meeting showing a minor amendment. Policy review approved.

- **Accessibility Plan/SEND**

RBU confirmed she will follow up with Michelle Parker to complete these reviews. Once completed, RBU to send to KM so they can be discussed by the Health and Safety Committee. A comment was made that there are some parts of our site survey which also need to feed into our Accessibility Plan.

**Action: RBU**

### Allocate reviewers for:

- **E Safety**

It was agreed that KM and RBr will look at this as part of reviewing the AUP due to some overlaps.

**Action: KM/RBr**

- **Anti-Bullying and Behaviour**

It was agreed that JJ and DJ will liaise in the summer term regarding the review of both these policies.

Signed.....Date.....

Action: JJ/DJ

**9. Curriculum related budget priorities**

KM advised the priorities relate to improving the general outdoor areas on the school grounds, and improving outdoor learning provision for FS and Key Stage 1 children.

**10. Agree date for additional Curriculum Committee meeting for first half of summer term – to include staff presentations on reading and outdoor learning**

It was suggested that this meeting should only focus on the staff presentations. It was agreed that KM will contact the Clerk with a suitable date.

Action: KM

**11. Equality Act Updates**

RBu confirmed there are no updates. There may be updates soon however, as a new Home Office document has now been published. The objectives must be updated every four years. JJ advised that The Key highlighted a primary school (Clare House, Beckenham, Kent) that publish their equality objectives and tracks the progress on the website in a simple format. KM to look at this for use in our school.

Action: KM

**12. AOB**

None.

**Meeting closed at 6.01pm.**