College Town Primary School



**Curriculum Meeting Minutes**

**22nd September 2020 @ 8.30am via Teams**

**Draft - Minutes**

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| **Present** | |
| Rita Carvosso (RC) | Chair of Governors |
| Trudi Sammons (TS) | Headteacher |
| Jenny Hipkin | Committee chair & co-opted governor |
| Cheryl Bentley (CB) | Co-opted Governor |
| Toni Barton | Vice Chair |
| Jo Plant (JP) | Co-opted Governor |
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| **In attendance** | |
| Karen Cane (KC) | Clerk |
| Anne Duncan | Lead Practitioner Teaching & Learning |
| Jade Faircloth | SENCO, Assistant Head of Inclusion |
| Amy Farrant | Curriculum Development |
| **Apologies** | None |

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| **1** | **Welcome and apologies**  JP would be joining the meeting after completeing the school run (9.18am) and TB would need to leave to attend early for an appointment |
| **2** | **Declarations of interests**  TB still on BFC supply list but not currently doing supply |
| **3** | **Minutes of last meeting/matters arising**  Approved unanimously. |
| **4** | **Headteachers report**  This meeting was the first full Curriculum Committee meeting to be held since January 2020. There had been regular updates to governors during the FGB virtual meetings which had been held during both the lockdown and partial opening of the school.  The head teacher and teaching staff had produced lots of reports and planning evidence for the committee and all governors to review prior to the meeting and all of these are available via the school governor zone for inspection and review. There were a couple of questions raised by other governors and these are detailed in the minutes.  For reference the headteacher, SEN and Remote Learning reports are attached to these minutes.  Before starting JH took the opportunity to thank TS and all the staff for the work that has clearly been undertaken during the last few months under what have been challenging circumstances.  This part of the meeting was presented by TS / AD and AF. There were also full and thorough reports made available prior to the meeting for all governors to review.  TS gave a brief overview of the work that had been undertaken by all staff during and post school lockdown. This has been reported regularly at the FGB meetings that have been held during this time.  **CatchUp Funding**  Some of the funding has been received and a calendar outlining what is felt is needed between November and June has been put together. It is very tight time wise. This is not set in stone and will be continuously reviewed and amended.  Activities include homework clubs for ARE pupils who are struggling to maintain – aim is to secure what has been done in Autumn 1.  Phonics work started on 7/10/20 will have had 15 sessions by the time of tests in November – can retake in June if needed. CPG books available if required.  Resources invested in so far include :  Support packs being prepared and sent home including CPG books.  Signed up to My Maths for whole school access  Superhero Project and ELSA - another TA is being trained.  Extending TA hours to assist in cover for homework clubs due to lost capacity with the year group bubbles.  Approx. ¾ of the funding received so far (£22k) has been spent of budgeted for.  Any questions?  *Governor asked if the periods away from school had impacted on the maturity of the students as they are all now in a new year group?*  *AD : A little but that didn’t last long and all adapting well to the new classes and all that entails.*  **Remote Learning**  Exactly what this required both practically and in theory has changed rapidly since the return to school.  School had a strategy in place which had been produced based on the experiences during the closure and partial re-opening in the summer term. Confident that were well covered and planning was strong.  Government changes meant that everything had to be in place and instantly accessible to all pupils by 1st October.  Had to send a class home to isolate during September which highlighted some of the issues that could come up making it unmanageable.  Live lessons not always possible for various reasons : home set up – may not eb only one working from home, parents offering to help other students, other family members on screen as well as receiving 120 emails in one day from parents and pupils.  AD referred to remote learning report which is attached to highlight the timeline under which the changes had to be written and implemented. Schools plans had to be re-written to include individual pupil plan, class plan, year group plan and whole school plan. All include core subjects, wider curriculum and some assessment.  Teachers parent meetings have started and seem to be going well. The system in use automatically times out after 10 minutes.  *Governor : Are these phone calls or video calls?*  *TS : Where possible video calls - depends on broadband and cameras etc all working.*  AF had to turn the theory of what is required into a way to achieve what is required.  The policy had to be written and sorted before the planning could be. Key factors include SEN / access to the internet and devices / siblings / parents availabiliy. Plans for core foundation subjects were available early on.  *Governor how much support has been provided by the LEA in this process?*  *TS : Only guidance was to look at other countries strategies. Much of there guidance is out of date as government guidance was changing daily.*  *AD : Despite the drastic changes required due to government policy change as well as OFSTED guidance staff had addressed and resolved any issues which has arisen prior to the LEA visit.*  *Curriculum had to be re-written several times due to daily changes. The guidance is mostly secondary based and not really thought about primary schools and how it will work*  *Governor : LEA should have been able to support schools more effectively for all the changes. Too much pressure and work expectation on staff*  There has been lots of work done on the school website to keep parents up to date with a resources button being created. Lots of resources are available so work at home can closely match what would have been done in class.  *Governor : will log on and have a look at what is available and have a go at some of the activities.*  **Staff Training**  NQT's are being tracked and supported to ensure they don't fall behind making up the final term they missed - either in school or completing their course.  Team Teaching for Year 1 in phonics and First Teaching for writing  Performance management is showing how staff are coping/feeling with all the added work and pressure. All staff are doing ok at the moment and communication is continuing. |
| **5** | **SEN/ PPG**  Jade went through the report for SEND which had been available for review prior to the meeting.  The need for a class to be isolating and working remotely had highlighted the need for a deeper look in to how pupils with SEN were able to access work and how successfully they are able to complete it.  As a result, all pupils with EHCP etc were reviewed and now have individual programmes written should the need to isolate arise. This includes additional CGP books and work from outside agencies if they are accessing them when in school. It may mean that they do not join in for all online sessions but complete other activities more suited to their needs - this work would be marked on their return to school.  Currently have 3 EHCP 1 of which is in year 6.  2 pupils are waiting on alternative provision being provided unfortunately there is none availalable at present.  2 further applications were completed over lockdown.  1 of which has been declined - parents have appealed and now going to be assessed although no assessment visits have been made since February. The relationship with the family is slowly declining and has resulted in some discussions with BFC regarding what exactly a school can or can not say to a parent.  A further application has been turned down for a Yr3 who has only been in for 4 days and sits under the desk.  Visits in to school / written referrals are not currently accepted include autism referrals and speech and language.  Struggling to get the required SEN support from external sources. Provision provided at present is only that which school can provide. In order to meet these needs external assessments are being funded by the school to ensure quick referrals once they restart.  Any reports being done are based on virtual meetings such as Teams and do not involve seeing the pupils.  *Governor asked do they take your word for the pupils behaviours and needs?*  *Ad / JW : One case inparticular the report we received from the Children development Centre definitely hadn't taken our experiences in to count. The report the wrote is not the same child we experience - have questioned it and a asked for a re-assessment asap.*  *Governor asked Incredible that visits to assess are not being made yet teaching staff and TA's are expected to be in and manage the childs needs*  *JW : This child's needs are not new they were existing prior to lockdown.*  *JH : speaking on behalf of all governors we acknowledge and support the staff in all the efforts they are making to ensure all pupils needs are met.*  ELSA support is currently being provided on a 1:1 rather than in groups so this is making demand tighter. Overall emotional needs are not different to any other year at this time. |
| **6** | **Attainment and Targets**  The work towards gaining the data required do monitor and set these is currently being compiled and will be available after half-term.  This will be reported at the FGB meeting on 16th November. |
| **7** | **GB Monitoring programme / GB Visits**  With the ongoing COVID situation physical visits to the school are not possible.  Despite this restriction TS is in weekly (at least) contact with RC and the governors are provided detailed reports at each meeting.  *AD : Hope that the detailed reports we are providing are clear and providing governors with the full picture of how things are going within school.*  *RC : Confident that everything that is being done as it needs to be - just very frustrating that governors aren't able to support more in a practical way.*  SIF did a maths book look which went well.  *TS : Looking at possible photographing of samples of the maths books to send to governors to show evidence of the improvement and progression in the teaching and learning being provided this year.*  During performance management, subject leaders have been asked to note any areas that may not be fully covered in the years curriculum. This is to ensure that all aspects are covered over the coming year to ensure there are no gaps - this will be shared with committee for monitoring. |
| **11** | **School Trip Approvals**  TS : In order to try and have some special festive activity school have arranged for performance of Christmas Carol for years 5/6 to be undertaken in school. All other year groups will have a performance of Twas the Night before Christmas. Cost of £3 per child |
| **12** | **Part 2 - if applicable**  None |
| **13** | **AOB**  JP : children had brief isolation period during which work and support from school was fantastic. Left me as a parent in no doubt as to what was expected and how to assist them at home. Thank you  JP : clearly school is very different at the moment but some bits and pieces coming home as they normally would is very comforting and shows this is not just a COVID world. |
| **14** | **Date of next meeting –**  21st January 2021 at 8.30am |