

Grimsargh St Michael's C of E Primary School



Curriculum Minutes

7th February 2022

Let your light shine before people so that they may see your good works
and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Present: Mr S Booth, Miss H Smith, Mr W Clarke, Rev. N Salt, Mr J Galbraith, Mrs L Garner

Apologies: Mr G Lindley

1. Matters arising from the previous meeting

None

2. School Development Plan update

Priority 1: To support all children, in particular those identified by staff and parents/ carers, who require additional support (social, emotional and/ or academic) due to lost or restricted education during the COVID-19 lockdown.

Quality First Teaching

- Children in reception and year 2 are receiving a higher quality of teaching due to NQT's receiving support and CPD. Mrs Coupe has now returned, replacing Miss Sweeney. It is a positive return and she is leading phonics and moving towards Red Rose Letters and Sounds.
- Children are receiving higher quality of teaching due to training accessed by teaching staff. Subject leaders share recent training linked to subjects and developing pedagogical approaches.
- Teaching assistants are leading intervention and have trained to implement 'Lancashire Reading partners'.
- Improved teaching assistant hours- mean they are now able to provide class teacher support needed and able to lead on the spot intervention as well as Lancashire Reading Partners (year 2-6). Alex Sprakes picked up afternoon hours to support year 3. Sharon Wane is full time in year 5.
- Teaching assistant's timetables have changed to enhance the support in the classes more 'in need' and to ensure they have time to lead Lancashire Reading Partners as well as learning plans.
- New Feedback and Marking Policy enabling staff to provide 'live' feedback in the moment and ensure progress within the lesson. This policy also supports workload.

Targeted Support

- We have reviewed the children who were accessing nurture and have streamlined this. Parents/ carers have been informed and we had one or two parents ask us to keep their child on. The result is a reduced numbers of children accessing nurture.
- We are receiving training and support through the National Maths Hub Programme, however, we are not yet running with any formal maths interventions.

Wider Strategies

- With Miss Smith out of class, parents receive a much quicker turn-around time re: SEN issues. However, this is not sustainable so Miss Smith will be back in class in Sept.
- Parents/ carers always knowledgeable about what is happening in school and able to speak with a member of staff and receive a reply generally the same day.
- We are currently working on organising on parent/ carer Online Safety session for after school, however, we have found that there is not a lot of take up during the day.
- Communications are through e-mail, Seesaw, in person on the school playground, with headteacher at the school gate each morning, via phone call, through our weekly school newsletter and through our school website.
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Priority 2: To develop a reading environment and reading culture across the school community.

Impact

*Results in year 6 have been historically high but in 2019 lower than writing?! However, no culture- no guided reading, no libraries so to speak, no consistent teacher reading in class.

- The library areas are now inviting and engaging areas. A range of fiction texts have been purchased, based on the ability, needs and interest of our children and spent a total of £2000.
- We have a more up-to-date range of non-fiction texts from the Lancashire Library Service.
- Children are reading in the improved classroom reading areas.
- At least 2 children from each class are following the Lancashire reading partners intervention programme. Teaching assistants are leading, monitoring and feeding back to class teachers on the progress.
- Children are accessing quality small group guided reading sessions.
- Children are receiving quality phonics intervention in years 1 and 2 which Miss Smith has been delivering and 100% children passed their year 2 screening.
- MT has completed a 'deep dive' into reading and phonics (mainly phonics) and provided some great feedback for us to act on.
- New wall graphics to complete the look and these will hopefully will be installed over Easter holidays.
- Can't yet attribute any improvements to data as not long enough, however, signs are positive as the increased percentage on track for expected standard in all year groups (year 6 remain at 84%). Year 6 threshold was the actual May SATs threshold!

Priority 3: To embed the children's understanding of diversity to ensure all children value uniqueness.

Impact: To ensure all children have a sound understanding of diversity, resulting in them valuing uniqueness in all aspects of their lives socially, morally, culturally and emotionally.

- a) To critically analyse racist incidents in school.

Miss Smith has purchased some new books to support this objective (RE staff meeting shared. Going into libraries/ classes after half term. Launching in at the end of whole school worship.

Miss Smith and Mr Booth are working closely with parents of children who have been involved in racist incident/s last year and alleged racist incidents this year. Miss Smith submitted an early help

assessment. Contact made with outside agencies via referral and we are currently awaiting support and TAF meetings to follow. Miss Smith worked with one child directly in the autumn term (He was in her nurture group). The child seems happy in class and confidently shares his thoughts during sessions.

It was asked which external agency are we contacting for help? It was confirmed that NEST is being accessed. It was also asked what the child's attendance was like? Miss Smith confirmed that the child's attendance was excellent.

- b) To liaise with subject leaders to ensure that teaching staff actively encourage the children to further develop their understanding of diversity to ensure that all children value uniqueness.

In the spring term 1, RE books were looked through by Miss Smith and autumn term 1 was RE pupil voice. This evidenced children exploring diversity and celebrating uniqueness. The pupil voice provided an excellent insight into pupil's subject knowledge and it was very encouraging to hear the children discuss diversity and valuing being unique from an RE perspective.

Subject improvement plans include targets linked to this diversity and subject leaders have purchased new resources to share with staff and children although this is only being carried out after half term due to the recent number of Covid cases.

The plan for spring term 2 and summer term 1 is for Miss Smith to encourage subject leaders to monitor the impact of the use of the new resources on developing the children's understanding of diversity.

- c) To ensure that the curriculum is enhanced by a variety of meaningful visits and visitors to embed the children's understanding of diversity to ensure all children value uniqueness.

During the spring term 2, Miss Smith is to arrange parents meeting to raise awareness for parents and help them understand how they can and how they can support their children in understanding more about diversity and valuing uniqueness (incorporate this topic into Spring 2 SEN forum too).

There is lots of real, authentic and sticky learning opportunities for pupils in all classes and across a variety of subject areas (website, Instagram and Facebook illustrate).

- d) Faith – To further develop and deepen the children's understanding of diversity including faith, culture and ethnicity.

Diversity workshops to be launched. The autumn term 1 was a great success and very positive.

Whole school and class worship now reflect current issues (either in school or in the news). Class teachers tweaked RE plans to ensure that the needs of the cohort are catered for and they develop their understanding of diversity including faith, culture and ethnicity. Teaching and non-teaching staff respond to questions asked/ issues.

There have been lots of visitors (in person or via zoom) to enhance the quality of RE teaching. Pupils have visited another cohort and we have had visitors with disabilities. A parent who works in the field of prosthetic limbs came into school to talk to the children. Sikh and Muslim parents have visited school to talk with different cohorts about their faith- linking in to RE units.

Miss Smith has cascaded information from Jo Snape (Diocesan advisor) during staff meetings.

Teaching staff ensure advice given by Jo is reflected in class- aiming for a golden thread through all we do.

3. Review of Policies

- i. Science Policy
- ii. RE Policy
- iii. Behaviour Policy
- iv. Educational Visits Policy
- v. Complaints Policy
- vi. HRE Policy
- vii. Equalities Policy

The science and RE policies have been updated by subject leaders although these will be updated again before the end of this academic year in light of us developing our GSM Curriculum in summer term 1 ready to implement in Sept.

Behaviour Policy is unchanged although we will be looking at updating this as a staff team in the summer term. To tighten up a few areas and to clarify a hierarchy of who deals with what behaviour.

EVC and Complaints we use and adapt LCC.

4. Review of Foundation Subjects

- i. Computing Policy – being updated
- ii. Geography Policy
- iii. History Policy
- iv. Music Policy
- v. P.E. Policy
- vi. Art Policy
- vii. D.T. Policy
- viii. MFL Policy
- ix. PSHE Policy
- x. Online Safety policy
- xi. School Uniform Policy
- xii. Anti-bullying Policy

All subjects updated by subject leaders but science will be updated again in line with what will be our new Curriculum.

Emma Threlfall (year 1) is the new Computing lead. She met with Rob Musker, Lancashire Computing Consultant (morning session) and she is going to attend Online Safety Oftsed Ready training session. Emma will be writing the Computing Policy.

The governors approved all the policies in sections 3 and 4 apart from the computing policy, which will be reviewed.

5. Staff Roles and Responsibilities

We recently appointed Kerry Giddins, who has two children at our school, as a teaching assistant to support two boys in year 5. Kerry has been appointed to replace Hayley Allen and she has settled in well.

We are also in the process of appointing a teaching assistant to replace Abbie Bradshaw who will work alongside Lucy Cross in year 6 for the remainder of this academic year. We will be looking at teaching assistant roles ready for September.

Hannah Coupe has returned from maternity leave and the team seems more settled and stronger in regards to experience.

We are looking at advertising the Deputy Head position after half term ready to interview summer 1st half term, and to start officially in September. As agreed in full governors, this will be an internal appointment. Depending on this outcome, a KS1 leader may need to be appointed internally which will help to strengthen the senior leadership team.

6. Curriculum update- Tutoring

We will be spending the summer first half-term staff meetings working on curriculum development. The focus of our bespoke GSM curriculum is likely to be around agreed concepts. It is important that we design a curriculum tailored to our children. Our golden threads will include: Growth Mindset, Authenticity and Diversity. Mrs Todd is our Teaching and Learning lead and we are working on authentic teaching and learning and the importance of making learning stick. Once we have designed and agreed our curriculum it will be shared with our parents/ carers and yourselves as Governors. This will be in place by the end of this academic year.

The National Tutoring Programme (NTP) is a scheme intended to provide additional, targeted support for those children and young people in schools who have been most affected by disruption to their education as a result of the coronavirus (COVID-19) pandemic.

There are three routes to tutoring: tuition partners (as the staff would not be from our school, this would not be an option!), academic mentors (Again, as they would not in our school, this would not be an option! Graduates/ teachers who receive intensive training), school-led tutoring is the only possibility but we are not engaging with optionl.

The following amount would be received for the National tutoring Programme:

2021/22: £2,025

2022/23: £1,620

2023/24: £675

The reasons for not taking part in the school led tutoring are:

- Children are receiving plenty effective intervention during the school day. This becomes less and less effective as the day goes and especially if they know they are missing subjects that they enjoy! Imagine the effectiveness when this has to be done after school, when they know everyone else is going home!
- I didn't want to ask staff as they work hard enough!
- TAs would have to engage with training which with what I've read would be nowhere near enough!
- Teachers and some TAs lead after school clubs, including an extensive variety of sports clubs after school- these would clash with tutoring sessions for staff and children. Children MUST attend these clubs as part of the learning process.
- We receive the funding mentioned above, which for us is small as based on PP numbers. This equates to approx. 2/3 of the funding as we would have to contribute the remaining 1/3 or so.
- Children need to be children and have time to unwind or do the things that children should be doing after school- be outside playing/ playing sports etc. Not stuck in a room after school, being worked on the gaps they have in their learning and especially when this should be done during the school day!

The governors agreed that if we are hitting targets then we don't need any additional teaching.

7. Pupil Premium/ SEN/ Vulnerable

A new Pupil Premium policy is in place and we now offer toast, visits (non residential), quiet club and school clubs, free of charge to all eligible children.

SEN

To improve the calibre of interventions, ensure SEN systems and procedures are understood and followed by all staff and therefore better meeting the individual needs of the children on our SEN register.

We are working to improve the quality of interventions for SEN with maths and writing to do. We will be focusing on the maths hub, reading and phonics and Miss Smith will meet with Mrs Todd and Miss Cross to develop.

ELSA training requested for our Learning Mentor.

HS provided internal training on PIVATs 5 PSED for teaching staff (non-teaching staff to follow. Covid set time scale back a little).

Miss Walwin-Holm, is developing further her role as learning Mentor. She is working closely with Miss Smith, attending meetings with the SENCO and taking minutes. The learning Mentor leads all nurture groups and 1:1 sessions.

Training and support have been provided for all staff for CPOMS and all bar one existing member of staff and one new member of staff have the ability to log in to CPOMS to log and read incidents.

Training on Autism for teachers and TAs has taken place.

8. Any Other Business

None

9. Date and time of next meeting

The next meeting will be held on 13th June 2022.