

Westgate Primary School
Curriculum Committee Minutes
Wednesday 16th February 2022
6pm in School Hall/Mezzanine

Attendance: Laura Boddy (chair); Rob Wilks; Gaynor Cross; Daniel Hackney; Helen Carpenter

Minutes: Rob Wilks

	ITEM	ACTION
1	Apologies None	
2	Minutes from 18th October 2021 and Matters Arising Reviewed and passed as a true record	
3	Policy Reviews Curriculum, Learning and Teaching policy (included learning & teaching hours) <ul style="list-style-type: none"> Policy was reviewed HC outlined the updates this time round: Introduction/ Themes/ Wider curriculum/ Leadership & Management/ Learning & Teaching. L&T hours have been updated. A governor asked about reference to displays but the head teacher confirmed this is covered in more detail in the display policy. Governors agreed it read well and showed a broad and balanced approach to learning. Policy agreed – review Feb 2023. Environmental Education Policy <ul style="list-style-type: none"> Governors felt the policy read well and shows how much the school is doing in this area. Two small additions were made: standing agenda items on all meetings and themes across the curriculum. Policy agreed – review Feb 2025 	
4	General Business <p>a) Question - is the school compliant with National Curriculum (including teaching time allocation)?</p> <ul style="list-style-type: none"> Teaching time allocation is mapped throughout- see above policy review. Curriculum has been mapped by subject leaders to the NC and gaps which were identified have now been covered. No subjects have been dropped but some have been slimmed down to facilitate Covid catch-up in English and maths. A governor asked about PPA time: the head teacher confirmed that ½ day is given each week to teachers. <p>b) Question - does the school comply with the requirements of the Early Years Foundation Stage framework</p> <ul style="list-style-type: none"> Staff qualifications and ratios are fully met both during school and in before and after school provision. All elements for the EYFS framework are taught in Nursery & Reception. <p>c) Question - Have you systems in place to support remote education?</p> <ul style="list-style-type: none"> All teachers have a plan in place and can be activated within the day if a child is ill. The engagement has generally been high. DH outlined how learning is set and monitored through MS Teams. HC confirmed that a letter does go home to say how to find and complete work if the child is well enough to do so. <p>d) Question – Are assessment arrangements for the multiplication tables check and the Reception baseline assessment (already done)</p> <ul style="list-style-type: none"> Reception baseline was completed within the deadline last term. MTC and phonics check are both in June and preparation is underway. <p>e) Question - How do you ensure religious education (RE) is being taught and school is complying with collective worship requirements?</p>	

	<ul style="list-style-type: none"> • Staff minutes were shared which outlined recent monitoring RE. • The long term assembly plan was shared and discussed. The head teacher explained how assemblies are mapped to British Values, learning muscles, the Equality & Diversity Charter, Eco-School themes, UN sustainable development goals and UN rights of the child. They are also often mapped to national days/ weeks and religious festivals. • Governors were happy that this was a very thorough plan for collective worship. <p>f) Question - how do you ensure you are teaching and showing support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?</p> <ul style="list-style-type: none"> • Discussed during collective worship/ assembly item above. 	
5	<p>Curriculum spotlight - Phonics and Early Reading - Daniel Hackney</p> <ul style="list-style-type: none"> • Presentation showing phonics planning and how this progresses through school from Nursery onwards. • Letters & Sounds (DfE publication) is the basis for phonics planning at Westgate. • DH has been regularly visiting reception to learn more about effective phonics teaching, including linking it to writing and spelling. • Dh explained about progression through reading book bands explained and has identified a need to resource lower bands to ensure books available are fully phonically regular and decodable. • DH outlined interventions for children who are not at the expected stage for phonics– identifying pupils / needs / approaches for TAs. • Assessment records have now been standardised across school for phonics interventions and include high frequency and tricky words, reading (decoding, blending) and writing(encoding, segmenting). • School has recently bought Alpha to Omega course – staff training planned around this next half term. • Moving on with observations into KS1 next to examine consistency of pedagogy. • SIA to visit next half term to work with DH on evaluating phonics & early reading. A report would be shared with governors following this. • Each class has their own reading challenge to promote reading for pleasure and widen children’s tastes. • A governor asked about volunteer reading helpers and HC confirmed they are now back in school. 	<p>DH/ HC</p> <p>DH</p>
6	<p>Update on progress of SIP</p> <ul style="list-style-type: none"> • The RAG rating shows clear progression throughout the plan and governors were pleased with what has been achieved and commented on how timings were realistic. • Early years was requested as a potential presentation for the committee later in the year. 	HC
7	<p>Data summary from pupil progress meetings</p> <ul style="list-style-type: none"> • Year 4/5/6 are still the focus of National Tuition Programme & School-Led Tuition as this is where the need is greatest. • In some cases this might not get pupils to the standard but it will certainly narrow the gap. • KS1 is progressing better than first anticipated and has been less affected overall. • Specific cohort issues were discussed. Middle Attaining pupils in KS2 have been identified as significant group post-COVID. • The individual SEND and social needs of some pupils continues to have an impact on their attainment in Y4/5 big impacts. • All governors agreed that the data was thorough and gave a clear picture of attainment across school. 	
8	<p>Climate change and Westgate</p> <ul style="list-style-type: none"> • Sustainability has not been mapped yet but assemblies have been planned. • School has been nominated for travel plan regional award. • FOS climate champion training last term was attended by Daniel Hackney & Helen Hooper. 	

9	Governor Visits a) Feedback on governor meeting with Daniel Hackney (Early reading)on 02/02/2022 b) Governor meeting with Art subject leader on 16/02/2022 <ul style="list-style-type: none"> • LB fed back to the committee on both meetings. • Useful time spent looking at resources, pupils' work and progress being made. • Links in art to other subjects was also pointed out. • Assessment in art & design is the next priority for the subject leader. • Laura expressed her thanks for the time subject leaders gave to the meetings. 	
10	AOB <ul style="list-style-type: none"> • A governor asked about the start time of governor day. HC confirmed that governors should assemble at around 08:30- 08:40 and that a timetable for the day would be circulated at the end of this week. 	HC
11	Date & time of next meeting <ul style="list-style-type: none"> • Wednesday May 4th 6pm in person 	ALL