

**WESTGATE PRIMARY SCHOOL**  
**CURRICULUM (TEACHING, LEARNING, ASSESSMENT) COMMITTEE**  
**THURSDAY 4TH FEBRUARY 6PM (VIA MICROSOFT TEAMS)**  
**MINUTES**

**Present:** Helen Carpenter (HC ); Rob Wilks (RW); Laura Boddy (LB); Daniel Hackney (DH); Anne Hodgson (AH); Sarah Mumford (SM); Zoe Romaine (ZR)

**Minutes:** Rob Wilks

		<b>ACTION</b>
<b>1</b>	<b>Apologies:</b> None	
<b>2</b>	<b>Minutes from 5th November 2020 and Matters Arising</b> <ul style="list-style-type: none"> <li>Minutes were accepted. No matters arising.</li> </ul>	
<b>3</b>	<b>Foundation subject focus – History (Zoe Romaine)</b> <ul style="list-style-type: none"> <li>The history subject leader (ZR) presented the rationale and intent of History at Westgate: where it has come from, what the aims are and an overview of the topics.</li> <li>The previous 2 year cycle has now changed to single year planning, so that teachers have more ownership of each topic and can be more age appropriate. Topics are aligned to NC. All year groups have planned History lessons in place.</li> <li>Knowledge organisers have been developed, giving an overview to ensure progression and see the journey of learning.</li> <li>Summative assessment at the end of each topic is providing useful data.</li> <li>There is clear evidence of a rich knowledge-based history curriculum, through pupil and parent feedback.</li> <li>Links to other subjects are built in, English, Art and DT particularly.</li> <li>Virtual visits have been used during the pandemic, but ordinarily there are lots of visits which support history learning.</li> <li>ZR provided examples of links to BAME and BLM in UK within the history curriculum.</li> <li>Many examples of pupils' work were shared which showed a good understanding by pupils and clear progress through the years.</li> <li>ZR also shared examples of learning celebrated through displays around school.</li> <li>Pupil voice clearly shows that History is valued in school and pupils enjoy their lessons, with impact on their life in society.</li> <li>Governors thanked Zoe for her thorough and informative presentation, and commented on the quality of the curriculum and learning that had been shared.</li> </ul>	
<b>4</b>	<b>Curriculum spotlight - knowledge organisers (Daniel Hackney)</b> <ul style="list-style-type: none"> <li>DH gave a presentation on the school's use of knowledge organisers.</li> <li>The school's curriculum review, based on feedback from the last OFSTED inspection, has led to meaningful developments to the curriculum.</li> <li>Knowledge organisers have been instrumental in clarifying the important components of a topic. They help with planning, linking vocabulary, what assessments will look like and as a result teachers have secured links within a year group (between subjects) and between year groups.</li> <li>Westgate KOs includes essential knowledge/ skills, key vocabulary and links to other parts of the school curriculum and assessment planning.</li> <li>They are part of a document that includes medium term planning end of unit assessment tasks/ questions.</li> <li>The opportunities are now consistent for pupils moving through the years and planning is much easier for subject leaders.</li> <li>Currently working on cross-school awareness of vocabulary taught in previous years in order to revisit and extend.</li> <li>A governor asked whether existing medium term planning had shaped KOs or vice versa. DH confirmed that the KOs have meant existing medium term plans have been refined/ improved.</li> </ul>	

	<ul style="list-style-type: none"> <li>The planning now in place also support succession planning as anyone joining the school would have a comprehensive planning structure in foundation subjects.</li> <li>A governor asked about KOs for English and mathematics. The Schemes of Work for maths and English already have very comprehensive content and there is no plan to create KOs for them.</li> <li>Governors thanked Daniel for the informative presentation.</li> </ul>	
5	<p><b>Policy Reviews</b></p> <ul style="list-style-type: none"> <li><b>Drug and Alcohol Education Policy</b> (delayed from previous meeting): Approved by the committee subject to some typographical corrections. Subject to review in 3 years' time (Feb 2024).</li> <li><b>Mathematics Policy:</b> A governor commented on the 'passion &amp; enthusiasm for the subject that came through in this policy. Approved by the committee. Subject to review in 3 years' time (Feb 2024).</li> <li><b>Design &amp; Technology Policy:</b> Approved without amendment by the committee. Subject to review in 3 years' time (Feb 2024).</li> <li><b>Eco Action Plan:</b> a verbal update only was given due to COVID-19 disruption. The eco team has not met since March because of school closure and bubbles not being able to mix.</li> <li>After February half term each class will be taking part in eco challenges (organised by Leeds) as work towards our first Eco-Schools Green Flag assessment.</li> <li>The School Streets scheme is continuing to work well.</li> </ul>	
6	<p><b>General Business</b></p> <p><b>'Recovery' curriculum updates</b></p> <ul style="list-style-type: none"> <li>The HT had provided a summary document about the remote learning offer this term.</li> <li>A governor asked about assessment and feedback in remote learning. A lot of classes are using oral questioning &amp; discussion and Microsoft Forms for feedback and a small amount of checking. The balance between providing work and checking/ marking/ feedback is a fine line. Teachers are using their thorough knowledge of individual pupils to manage the situation.</li> <li>The document shared gave a real sense of learning opportunities, across the school and gave a thorough picture of the provision in place.</li> <li>Governors commented on the strong team commitment and consistent offer across school.</li> <li>The HT reported that overall pupil engagement levels have been much higher during this lockdown than in 2020.</li> </ul> <p><b>Pupil Progress Update</b></p> <ul style="list-style-type: none"> <li>By December 2020, teacher assessment data showed that classes were in as good a position as they could be, with much lost ground recovered.</li> <li>There is a gender gap in Y3 due to several boys with significant additional needs.</li> <li>Y5 also has a gender gap and will be a focus for additional catch-up provision.</li> <li>Phonics check results were very good, with lots of work done to get the pupils engaged both in the class and at home. A big well done to the Y2 team (and Y1 &amp; Reception previously) for all their hard work.</li> </ul> <p><b>SEND update from SENCo</b></p> <p><a href="#">Passport Feedback Dec 2020.docx</a></p> <p><a href="#">Intervention Data - Aut 2020.docx</a></p> <p><b>From the SENCO:</b></p> <ul style="list-style-type: none"> <li>There haven't been as many interventions running in the last term for obvious reasons (staff shielding, not being able to cross bubbles, lack of shared spaces) but those that have have largely been successful. For the ones that have not been as successful I have included a breakdown of information including what the intervention is for and reasons why we are not seeing as much progress with this intervention. (we class success as 75% of the children on track to achieve their outcomes). We are looking at making some changes to how we assess our</li> </ul>	

	<p>interventions but I think it may be easier to explain the changes over zoom or teams. These changes will not come into effect until after Easter now anyway.</p> <ul style="list-style-type: none"> <li>The passport data is lower. Only 41% of children have met 2 or more outcomes and 59% of children have not met any. Looking at the Learning Passport outcomes that have not been met they are mainly social communication, learning behaviours, interaction with others. The fact that these are areas that will have seen regression during the last lockdown is now obviously translating into much slower progress towards these Learning Outcomes. We have reviewed our Learning Passport targets for this term but again it is highly possible that this term also will see slowed progress if not regression in these areas.</li> <li>One positive this time around is that we have a much larger percentage of children with SEN in school part or full time. All of our children with EHCP's are in school apart from one and this is because of parental choice.</li> <li>We have fewer children on B Squared at the moment which is positive as BSquared is used for children who are BXS (below the expected standard). However it does not include Y1 yet as we move Y1 children onto BSquared after Christmas.</li> <li>The average progress for BSquared in Autumn was: <ul style="list-style-type: none"> <li>Writing: +18%</li> <li>Reading: +23%</li> <li>Maths: +31%</li> </ul> </li> <li>This is calculated by the increase in percentage of outcomes met at any given level.</li> <li>We have actually now bought the updated BSquared levels (as recommended by Leeds SENIT) so I will be asking staff to switch to the new sheets from Easter. This will involve baselining on the new sheets at the start of Summer Term.</li> <li>Thanks was given for the very comprehensive report provided.</li> </ul> <p><b>Compliance with EYFS requirements</b></p> <ul style="list-style-type: none"> <li>The full EYFS learning &amp; development requirements are met across the 3 prime and 7 specific areas of learning.</li> <li>Paediatric First Aid requirements all in place and staffing levels are all compliant. More paediatric training is due to be arranged.</li> <li>The head teacher noted that attendance in Nursery is understandably lower during lockdown.</li> </ul>	
7	<p><b>Update on progress of SIP</b></p> <ul style="list-style-type: none"> <li>January and February has seen a pause school improvement work related to the SIP, due to the commitment to plan and provide both online learning and in-school teaching.</li> <li>Some communication with parents has been difficult around access to keyworker care. Many more families are struggling to manage remote learning as well as work commitments.</li> <li>The organisation of keyworker/ vulnerable pupil bubbles has changed in order to ensure in-school provision is sustainable for staff.</li> <li>Governors expressed huge appreciation for how much hard work is being done by staff and equally to parents for their efforts to help their children engage in remote learning.</li> </ul>	
8	<p><b>Climate change and Westgate</b></p> <ul style="list-style-type: none"> <li>See eco team update</li> </ul>	
9	<p><b>Governor Visits</b></p> <ul style="list-style-type: none"> <li>Governors will invite the PSHE Subject leader to provide a short presentation about the subject at the next meeting.</li> <li>The head teacher agreed to arrange some virtual class meeting visits for governors day for 25/02/2021.</li> </ul>	<p>HC</p> <p>HC</p>
10	<p><b>AOB</b></p> <ul style="list-style-type: none"> <li>Online governor training to be looked at.</li> </ul>	RW?
11	<p><b>Date of next meeting</b></p> <ul style="list-style-type: none"> <li>18:00 on 4<sup>th</sup> May 2021, via Teams.</li> </ul>	ALL