

WESTGATE PRIMARY SCHOOL

MINUTES OF THE CURRICULUM (TEACHING, LEARNING, ASSESSMENT) COMMITTEE MEETING HELD ON WEDNESDAY 15TH MAY 2019

Present: Helen Carpenter, Jane O’Kane, Daniel Hackney, Anne Hodgson, Sarah Mumford, Rob Wilks
Minutes: Rob Wilks

Item	Minutes	Action
1	Apologies: <ul style="list-style-type: none"> None 	
2	Minutes & Matters Arising: <ul style="list-style-type: none"> Minutes agreed at full Governing Body meeting. Matters arising were addressed through the main agenda for this meeting. 	
3	Policy Review: Computing Policy <ul style="list-style-type: none"> Jane Hopkins is the new Computing subject leader. A question was asked about the curriculum document referred to in the policy. The head teacher explained that this sets out the teaching sequence and as such is a working document available to teachers teaching the computing curriculum. The policy was agreed and will be reviewed in 3 years’ time. 	
	General Business: EYFS Moderation Report <ul style="list-style-type: none"> In line with the new process for 2018-19, a second moderator visit took place on 22/03/2019 with reception teachers. Governors had been able to read the moderator report prior to the meeting. The final moderation meeting will be on 07/06/2019, with a different moderator. Overall feedback from the visits has been very positive, evidencing how well teachers know children and can justify their assessment judgements. Pupil Progress <ul style="list-style-type: none"> Progress meetings have taken place this half term with every class teacher and SLT, discussing progress made against targets set, barriers to progress and provision in the classroom. This year, maths and English leaders have had easier access to objective tracking information which has informed more detailed conversations about learning- and gaps in learning. A summary of the data for each class, with comparison to start of year targets, was shared with governors. FFT estimates are now available for Y1. This year, better use of end of EYFS assessment data has had a positive impact on expectations and progress in Y1, where assessments have been historically cautious. Good progress is evident across the year. Y5 progress and attainment remains a challenge. This cohort had comparatively low outcomes at both end of EYFS and end of KS1. Nevertheless, there are 7 children that are estimated by FFT to be likely to reach EXS in Reading, Writing & Maths, who did not reach EXS in 2 or 3 subjects in Y2. FFT estimates seem disproportionately challenging. School is planning provision for this class from September. Because of the number of children (up to 1/3 of the cohort), the emphasis is on Quality First Teaching rather than interventions. Changes in emphasis/ timetabling for the remainder of the term were discussed in the progress meeting to address eg mathematics, compared with strength in reading. Y6 outcomes this year could be positive but equally could be disappointing. All will depend on the emotional and mental health of a core group of children and the effect this has on their approach to the national tests. This is very difficult to call! It is the first year that schools do not submit teacher assessment judgements: test scores only are reported. Pupil Premium Progress <ul style="list-style-type: none"> The head teacher went through the attainment and progress for each PP child across school. A governor commented that assessment data for pupil groups such as PP was much clearer and more accessible this year. 	

	<ul style="list-style-type: none"> Outcomes vary greatly in this pupil group across school. Some very specific cases have good progress and there have been successes in some of the interventions given (particularly Pirate Writing). Other pupils have complex needs, both learning needs and emotional needs, which can greatly affect their outcomes term to term. <p>EYFS Progress Update</p> <ul style="list-style-type: none"> Good progress data and strong predicted outcomes for the end of the year. Maths teaching in EYFS has been used as a model of excellence for teachers currently training with the Maths Hub in EY Mastery. PP pupils in the cohort are achieving at least at the expected level of development. <p>SEND Progress Update</p> <ul style="list-style-type: none"> The SENCo had made available detailed data and summary information about progress for pupils with SEND, prior to the meeting, which the SEN governor had circulated. It clearly evidenced good progress for SEND pupils. 	
4	<p>School Improvement Plan:</p> <p>Priority 1 To continue to raise writing standards across school</p> <ul style="list-style-type: none"> <i>(Writing standards also see above)</i> DH reported that teacher assessments are increasingly accurate as evidenced by book looks and a further report will be presented later in the year. CPD for writing- staff meetings and collaborative work- is ongoing and is bringing about further improvement. Core expectations of presentation, punctuation and spelling continue to be reinforced across school. External moderation meetings are continuing within the Family of Schools and the group is working towards an exemplification portfolio for writing. Zoe Romaine is now an LA moderator for KS1 and has attended meetings for the LA in that capacity. DH is also beginning work on a school writing portfolio this term. Teachers are consistently using class ranking to support assessment judgements and progress discussions. Work continues on classroom environment and display to support learning- FH reports that progress is evident. Last term, school took part in 2 inspirational writing events: The 500 Words national story writing competition and The Lost Words school poetry and art exhibition 2 children in Y5 got down to the last 5000 nationally in 500 Words. More events are planned for next year, and will be scheduled from September to enable teachers to plan each term effectively. <p>Priority 2 To research and develop the most effective ways to improve learning through feedback</p> <ul style="list-style-type: none"> Staff meeting minutes (shared with governors through HT appraisal reviews) evidence that teachers are able to discuss and identify effective ways to accelerate progress through feedback without impacting on workload. Strategies being worked on are intended to have a positive impact on progress and free up teacher time to plan next steps for children. A further staff meeting to share and agree effective practice will take place just after half term, after which the final policy will be completed and will then be brought to this committee. <p>Priority 3 To further develop a broad and balanced curriculum through Artsmark</p> <ul style="list-style-type: none"> Katy Senior, the Art & Design subject leader, has worked with colleagues to develop some new teaching units with a stronger focus on Art skills and processes, rather than 'product' and stronger curricular links. Displays in school evidence higher standards in Art & Design as a result. In addition, end of topic assessments in KS1 provide evidence that this approach has improved children's levels of understanding, eg in History/ Geography.. This medium term planning development is an ongoing process. <p>Priority 4 To increase attainment at greater depth in mathematics across school</p> <ul style="list-style-type: none"> The maths subject leader, Joanne Hattersley, has done much work with staff to develop their understanding of greater depth in maths, how to provide opportunities for this and what it might look like. The last book look focused on GDS: however, a lot of the evidence for GDS is not necessarily captured in books. Therefore this half term's monitoring has focused on pupil discussions. This has provided really useful information for further 	<p>DH</p> <p>DH</p> <p>HC</p>

	<p>improvement work: particularly a deepening sense of number and flexible thinking, related to procedural variation (links and patterns within a set of questions).</p> <ul style="list-style-type: none"> Teachers have been working collaboratively with Joanne to develop their teaching and understanding re GDS, and Joanne has also led staff meetings to share and build on this work. Joanne is capturing this learning in a series of documents that support each year group with GDS in mathematics, including examples of children's learning. TAs have also had the opportunity to observe each other, focusing on how they support children to develop their mathematical reasoning within a maths lesson. 	
7	<p>Governor visits to school</p> <ul style="list-style-type: none"> A governor visit is planned for 21/06/2019 (JO'K & SM) to focus on: <ul style="list-style-type: none"> A discussion with children on how the classroom environment supports their learning. How they receive feedback about their work how they know what to do to improve their work. Is the same support through feedback received for all subjects The head teacher will provide a suggested structure and questions to focus on. A governor commented that visits should dovetail with the work being undertaken by teachers in school. 	HC
	<p>Date & time of next meeting: Thursday 11/07/2019 at 18:00</p>	ALL