Woodchester Endowed C. of E. (Aided) Primary School

Our church school community seeks to inspire children and adults to love, learn and flourish together so we may become everything God has created us to be

MINUTES OF CURRICULUM, STANDARDS & COMMUNICATION GOVERNORS' MEETING HELD ON
Tuesday 16th April 2024 AT 4.30 PM

PRESENT: Mrs Sally Bull (Chair), Mrs Lynn Pennington (CoHT), Lynne Loomes (CoHT), Mr Philip Smith, Mrs Alison Harris, Jennifer Warner.

APOLOGIES: Debra Adams

Item No.		
01.04.24	**Prayer and welcome** The Chair opened the meeting with a prayer and welcomed governors to the meeting and formally welcomed as the newly appointed full time HT as from September 2024.	
02.04.24	**Apologies:** Debra Adams sent in her apologies and they were accepted by the committee.	
03.04.24	**Minutes of last meeting:** AH proposed that the minutes of the Curriculum, Standards and Communication meeting that was held on 16th January 2024 as a true record and this was seconded by the JW. The Chair SB signed the minutes.	
04.04.24	**Matters arising from the last meeting:** ➢ 04.01.24 The list of policies attached to the committees Terms of Reference to be updated by 16.04.2024. Not Complete. The CoHT have both looked at this and agreed that it will be addressed next year. ***HT and Governors to look into Committee's Terms of Reference Next Year.*** ➢ 04.01.24 Check Safeguarding Training for Governors – SB Not complete. ***Send out link to all Governors asking them to complete Level 1 Safeguarding*** ➢ 06.01.24 Report back the Single Central Record findings at the next FGB – SB Complete. ➢ 07.01.24 Ask Governors at the next FGB if anyone would like to shadow or has an interest in the Vice Chair role – SB Complete.	**LL/Govs** **SB**

Chair initials ……

	SB emailed all the Governors and asked if anyone would like to come forward. She added that she was mindful of pushing Governors into vice or shadowing roles that may put Governors off and lose them all together. She stated that some Governors have agreed to take on more responsibilities which is a great help. ➢ 08.01.24 Log all checks of the defibrillator and First Aid Kits and add 'What Three Words' to the First Aid poster - Co-HT Not Complete. CoHT LL stated that the defibrillator and the first aid kits termly checks are now being logged. ***'What Three Words' to be added to the first aid posters.*** ➢ 10.01.24 A comments box is to be added to the bottom of the questionnaire and report back the results at an FGB - Co-HT. Not complete. ➢ 14.01.24 All Governors to be invited to attend Parents Evening – SB Complete ➢ 14.01.24 A basic questionnaire to be offered to parents on the evening The questionnaire was not offered at this point but Governors were present. ➢ 15.01.24 GDPR to be put on the FGB Agenda – SB Not Complete ➢ 15.1.24 Contact NGA regarding login and membership – SB Complete ***Contact NGA to add the Clerk account***	**LL** **SB**
05.04.24	**Conflicts of Interest:** No conflicts of interest were declared.	
06.04.24	**Safeguarding** The Chair SB stated that she would like to have another Safer Recruiting trained Governor. JW volunteered to take on the role. ***SB has signed up to renew her Safer Recruitment training*** The Co-HT had no Safeguarding concerns to report at this time.	**JW**
07.04.24	**Pupil Premium** Co-HT LP reported that there is a surplus of £7K for year 2023/24 that will be carried forward to 2024/25 and a further £15K coming in. £10K will go straight onto staffing. GQ – Why do we have a surplus of £7K to carry forward? LP – The money may have not been used as a child would have been supported in other ways by the school or the child's family. GQ – How much of the funding can be carried forward? LP – Due to the Pupil Premium Funding year and Academic year not aligning there is a fair amount of flexibility. GQ – Does the money need to be spent? LP – The funding can always be carried forward to the following year and it is always good to have a contingency. **SEND** The funding for 2023/24 was £24,800 and it reduces down to £6,690 for 2024/25. **COVID Funding** Co-HT LP stated that a further pot of COVID recovery funding of £1K.	

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08.04.24	**School Visits** Visits since the last C, S & C meeting on 16.01.24. Please see Governor visits on the Governor page of the website for full reports. Science Pupil Voice 23.01.24 – AH Science Lesson Visit 24.01.24 – AH RE Lesson Visit 02.02.24 – JW Geography Pupil Voice 06.02.24 – AH RE Lesson Visit 08.02.24 – AH RE Lesson Visit 02.03.24 – SB Art and Design Pupil Voice 12.04.24 - RM Design Technology Pupil Voice 12.04.24 -RM PSHE Pupil Voice 13.04.24 – AH The Chair SB stated that the next focus fortnight will be 4th June and reminded Governors to contact Teachers to arrange visits before the second half of the Summer Term. ***Send an email out to Governors to remind them of focus fortnight dates.*** Co-HT LP talked about the SEF and SIAMS and explained how the outcomes can be adapted to fit in with Governor visit questions to ask Teachers and Subject Leads. ***Replace the questions on the Lesson and Subject Leader visits forms to link in with SIAMS*.** The Chair SB thanked the Governors for the completing the visits and write ups.	**SB** **SB**
09.04.24	**Foundation Subject Assessment Development** **Geography – Subject Lead – Jasmine Jordan** Currently in place: • Use of knowledge organisers to review key vocabulary and knowledge each lesson. • Mini low-stake quizzes each lesson to review previous knowledge from across the topic and year groups. • Mind maps which the children fill in each lesson. These record facts/key knowledge that the children learnt in the previous lesson and show a build up of knowledge over the term. • Assessment information goes onto Insight for each child. There are progression statements on Insight which track the knowledge and skills needed in geography for each year group. Next steps: • Looking at how we can assess at the end of each unit - do we need to do some kind of formal assessment? • Monitoring and reviewing the use of knowledge organisers, quizzes and use of Insight to track. **Music Assessment – Subject Lead – Helen Latham** This is the first year that we are all using Kapow Music and until now, assessment has been a little lacking in music. With the rolling out of the new scheme in all classes, we are now using the assessment tool that is provided. This is an excel sheet that is completed for each child for each lesson of each unit. It can be done quickly after each lesson as the descriptors are written for us and we need to use either WT (working towards), SU (secure understanding) or GD (Greater Depth) for each child against these descriptors. The page will then tell us what percentage of the class is at what level for each and also,	

on a more individual level what percentage each child is working at within a unit and overall in that years work.
There are some issues that need ironing out once we have all got used to this new way of recording assessment:
Because of our mixed classes it will always be that some children are working on a unit NOT their own year group. E.g. in Beech this term, the Y1 children are doing a Y2 topic and in Juniper the Y5 children are doing a Y4 topic. Therefore, we need to have 2 Excel documents so that consecutive classes do not overlap. This is not really a problem but ideally, we would have one document for the whole school. Not sure how to get round that.
The other thing is that in Ash, the reception units are covered. Because this is EYFS not KS1, the assessment is done differently. That means however, that the Y1s in Ash who are completing the reception units, do not have the same recording of assessment as the rest of KS1. This is something I need to investigate further. I did contact Kapow but our class splits seem to be unconventional to them and they have not come up with an answer (and nor have I!)
The assessment sheets are on the staff drive, so as music co-ordinator I can access them to ensure they are completed and can access the information it provides.
Each class also completes a floor book for music. Each week, the lesson is recorded in here with photos if appropriate and a brief overview of the lesson. It is not always necessary to have photos but when looking at the floor book with the children, it does help them remember previous lessons/groups etc.
When the children are working and especially when they are performing, it is sometimes prudent to video them. This can be especially helpful in assessing if they can be videoed at the start of a unit or piece of work and then again at the end to show progression through the unit and over the half term.
When videos are taken, they are stored under the photograph section for each class on the staff drive.
I think we have progressed a lot in the recording of our assessment of music throughout the whole school. I have discussed with Mrs Loomes about whether at some stage we would move assessment in music over to Insight but it is early days in using this current system and in my opinion, we need to continue with it and consolidate before we decide if there is a better way forward.

History – Subject Lead – Claire Banks

- From Rising Stars - using the key assessment opportunities throughout a unit, there's the end of unit quiz too and sometimes the 'Big Finish' is an assessment opportunity
- Insight - to complete as we go, and/or when deemed appropriate
- Knowledge Organisers - completed as a whole class throughout a unit
- Mind maps - developing the use of historical enquiry by answering the key question - completed individually - mainly in KS2/end of KS1

Working towards

- Making sure Insight works well for us and is manageable
- Ensuring Mind maps answer the questions and are more than a list of facts

P.E. – Subject Lead – Abbie Coombs

At present, we are using P.E. pal for assessment. There are two tablets (one for KS1 and one for KS2). Atlas staff or teachers can assess on the go with assessment opportunities for each part of the lesson (warm ups, skill teaching and games). Having discussed with staff, there are some issues with this method of assessment. It can be difficult for the teacher to assess whilst teaching and keeping an eye on the safety of children. Atlas staff sometimes deviate from the P.E. pal lessons which means that the assessment criteria are not relevant.

Going forward, I am working on a progression of skills for each of the areas covered (e.g. dodgeball, gymnastics). This will be put onto Insight and teachers (with input from Atlas coaches) will be able to assess children at the end of the half-term. This will build up an overview throughout the year of their abilities.

PSHE – Subject Lead – Abbie Coombs

At the moment no formal assessment takes place. Children keep their PSHE books in their trays and they are not marked by teachers. Learning objectives are stuck in the book for each lesson. Teachers can check books as needed.

Going forward, I will look at the possibility of using Kapow's assessment options. They have both an excel spreadsheet with each lesson objective. The teacher would then highlight whether this has been achieved (similar to music). The other option is end of unit quiz / knowledge capture and then teachers can assess the child at the end of the unit.

RE – Subject Lead – Isobel Smith

Assessment in RE is currently recorded in Insight. At the end of each topic, teachers judge whether a child is working below or at age related expectations in the most recent topic. Teachers indicate this assessment on Insight by selecting from the following options and recording these against each objective.

- Taught, but not yet achieved
- Some evidence, but not yet secure
- Objective secured

There is currently the opportunity for teachers to select 'excelling statements' for each topic should they feel this is appropriate.

Staff are asked to record their assessment on Insight at the end of each topic, each half term. Teachers refer to marking of RE books and in class discussions with children to inform their assessment.

SL is aware that the wording for the UKS2 objectives is wordy and aims to rephrase these in order to make the recording of assessment on Insight more efficient for teachers.

SL will carry out book look to review formative assessment and provide feedback to staff regarding what 'expected' looks like within the different RE units.

Art and DT – Subject Lead – Debbie Megson

I investigated the current assessments on Kapow, which require staff to assess at the end of each lesson by completing a spreadsheet. I felt this was too time consuming and increased workload, so started investigating end of unit assessments.

My thoughts to date are:

- Informally, throughout each lesson, teachers will be observing the skills of the pupils in their class linked to the LO and success criteria for that lesson from the Kapow scheme.
- In both Art and DT, teachers are using weekly and end of unit quizzes to assess ongoing knowledge in the unit being taught.
- In Art, Kapow have submitted Art exemplars at the end of some units to show expected and greater depth achievement. These are really useful, especially if these subjects aren't a teacher's area of expertise. When shared with staff at a staff meeting, they agreed; and these can then be used to assess a child's Art at the end of a unit to provide a WT, Exp or GD achievement. Some units are still to be uploaded by Kapow.
- Alongside the exemplars, I think it might be useful to have a checklist of skills for the end of each unit studied to provide evidence of formal assessment and to build up a picture for the end of year reports.

This would need to be recorded formally onto our system and this is something I need to investigate starting with Art and then moving on to DT.
At the moment, staff will be able to use the end of unit quizzes, art exemplars, individual pupil's Sketch Books and Design Technology books (weekly skill development, designs, ideas and final piece), to assess each pupil.

Computing – Subject Leader – Lynne Loomes
Computing assessment is currently an area which needs to be developed further. It has suffered from a lack of time for focus this year so far.
At present, computing assessment is very much teacher led on a basis of either formative assessment in lesson or using the very helpful quizzes provided by Kapow. Evidence is stored in floorbooks or online in the format of mainly photographs. One of the things to investigate in the near future is a good format to use for evidence and assessment where activities are not easily recorded in this way. Programming in KS2 is a good example where photographs are not a good way to evidence code. I have been investigating the use of SharePoint or even Microsoft Teams with pupils checking in their code via an assignment for the Teacher to then check. I have trialled this with my class this year but am reluctant to roll it out until I have spoken to both Izzy and Abbie as they also teach programming modules.
Kapow is helpful as it provides a breakdown of progression of skills, vocab and knowledge which teachers can assess children against. Helpful when you have a subject that does not have annual outcomes within the national curriculum. As with other subjects, Kapow released a Computing assessment spreadsheet in February of this year. The spreadsheet is comprehensive and can be tailored for the elements of the Kapow scheme that you use however as others have fed back teachers will need to complete it at the end of each lesson. I think this is doable
although am also keen to ensure that Teacher workload is balanced so it needs to go hand in hand with how we evidence computing in order to form our teacher judgement.
GQ – Are Teachers happy with Kapow?
LP – Yes, they are very happy with the content.
LL – They offer very good support materials for quality lesson content.

Chair initials ……

10.04.24	**Governor Questionnaire** The Co-HT LP provided the Committee the results of the questionnaire; she told the committee that she has shared the report with the staff. She said that she felt that the outcomes were positive and that the parents made very positive comments. GQ – There were 56 responses, how many families do you have in school? LP – We have around 90 families at the moment. GQ – In the report is refers to computer based homework, what is this? LL – Manga High, it is a Maths based homework that we use. LP – We also need to consider Teacher workload balance when giving homework. The Chair SB congratulated LL and LP on the results of the questionnaire. GQ – There is a comment that a parent would like to see clubs that aren't sports based, is this something that will change? LP – I agree, but we can't force teachers to take clubs. LL – We offered non-sports based clubs pre-COVID but the uptake was very low so we stopped doing them. The Chair SB suggested that the WI could get involved with perhaps a knitting/crocheting club. ***Speak with the school Council about ideas for after school clubs***	**LL**
11.04.24	**Governors' Three year plan 2024-27** The Chair SB asked the committee members for their thoughts on the plan and what the members would like the focus to be on. She went on to explain that herself, PS and another person would form a working party to write the plan. No thoughts were shared at the meeting**.** ***Email any thoughts they may have on the Three year plan to SB***	**Govs**
12.04.24	**Policies** • Art ***Correct the use of the word discreet/discrete and left handed scissors*** • DT • ELSA ***Check the yellow highlighted text in the policy*** GQ – Are parents informed of the progress? LP – It's more of a safe space for children and offering strategies to help them. Co-HT LL stated that there are now two ELSA trained staff who are working together and able to feed off each other. They are going to a conference in June. AH proposed the policies and they were seconded by SB	**LL** **LL**
13.04.24	**Parents Evening** The Chair SB stated that she was unsure whether the presence of Governors at Parents Evening, added any value. She added, prior to the next Parents Evening it may be a good idea to publicise the presence of Governors being present in the Newsletter so that parents are aware that they are available.	
14.04.24	**Co-HT Welfare** The Chair SB asked the Co-HT's if there was anything that the Governors can do, to offer balance in the summer term in terms of staffing and class cover. LP stated that she needed to ensure that Beech Class were where they should be. She added that the budget was looking good and could get supply to cover the class but availability is a continuing problem. She also added that she needed LL to be comfortable and that SIAMS SEF is a priority.	

Chair initials ……

15.04.24	**AOB** LP stated that the governors will need to sign off the budget before the end of May and that the next FGB is in June. She added that the Finance Committee will sign it off and report back to the FGB.	
16.04.24	**Date of Next Meetings:** Finance – Friday 3rd May at 9.30am Ethos – Tuesday 21st May at 6.30pm FGB – Monday 3rd June at 7.00pm	

Signed as a true record ……..

Dated ……