



Christ Church C of E VC Infant School

Standards & Curriculum Committee

Caring Governors, Courageously Challenging, Inspiring All

Minutes of meeting held at on 29th January 2021 @ 9.05am

Committee Members: Anna Martin, Gareth Jones, Amelia Gould, Charlotte Munday, Paul Graham, Sheryl Stenner, Belinda Stowe, Robin Butcher, Julie Wilkins.

Clerk: Laura Jones

33/20 Welcome & Apologies

Apologies: Paul Graham and Sheryl Stenner

34/20 Pecuniary Interests

None

35/20 Minutes of the last meeting

Minutes signed off.

36/20 Governors actions and commitments

Looking to recruit some new Governors due to maternity leave and personal commitments.

37/20 Heads Report

Report attached to agenda.

Schools are in hugely different places now having turned around the rapid remote learning offer and having to adjust to restricted access and opening for pupils. Lots of strategic decisions put in place. Since January, observations of all teachers have occurred, easier to do so because of the teaching videos that have been recorded. SLT have been looking at book scrutiny for PP and SEN, to look at progress. SLT have done work looking at children who are working below the expectations in all areas (reading, writing, maths, and phonics), and which of those are in school, and which children we can get into school. If they are at home, looking if they are engaging. If not currently engaging, looking to put things in place so children can access the teaching videos and encouraging daily zoom calls. Pupil progress meetings have taken place, met with each teacher, and looked at the data for each class, making challenges on what is going to be done for each child that is underperforming. During the meeting, suggestion to use an empty Elliott Building, a child could come in through the back gate and be taught one to one for at least an hour a day, which would be safe in the current situation. This would not help total catch up, but it would be something.

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DH instrumental with remote learning offer. Deliberately aimed at the most vulnerable children and accessed by all. After reviewing the remote learning document, remote learning policy to be updated by Head and DH, and live lesson policy to be amended, especially if one to one lesson's are being considered as another adult will need to be present. Next week is the school improvement advisor review, had a PP review before Christmas, and report has been shared to advise there are no recommendations. Pleased with the number of children who are currently in school but are working below the expectation.

Question has been asked about the year 2 writing. Getting as many of those children in school as we can, and they have good quality teaching as kept as many staff in school as possible. Often have Teacher, TA and SENTA in the class so we can give good one to one support. All are reading daily; the teachers are working with small groups and we are seeing rapid progress in their books. Some have moved classrooms who are PP and SEN. Other children are bound to have some gaps by working from home but talking about children who are below expectation.

Governor: Acknowledges that even though there will be gaps for most children, they are often in circumstances that enable them to catch up within their families and can access the resources to do so. Aware it is different priorities for different children in the current circumstances.

Government have promised millions in catch up funding. Would only work if you double the number of classes in school, every class can only have 15 children in it. With the catch-up teachers we have put in place, we feel the children are being pulled out of the class a lot, in the afternoons, when I want them to be doing the art and PE.

38/20 SEN & PP: PP Governor to give update:

Screen shared to show PP report

Showing how many PP children in each year, and what support they have in place. This also shows the progress the children have been making.

The catch-up funding intervention before lockdown has been extremely beneficial and have a big impact on the children affected. Focus for this was writing. Majority of PP children are meeting the current standard required.

Governor asked: What is an EHCP non funded? I thought the whole point was these were funded.

You get different amounts of funding or no funding with EHCP's, so it is about having a plan in place, depending on what type of support is needed, but unless they need one to one support and cannot survive without that, they do not get funding, so the idea is that it comes out of the school budget.

Governor asked: Can I check what an EP assessment is?

It is an educational psychologist assessment. If you are going for an assessment for an early healthcare plan, you must have an Ed Psych assessment, and cannot go ahead without that. This is an issue now, because Ed Psych's are not coming into school, as lots of other services are.

Screen shared to show SEN notes

Governors met with SENCO, were showed an overview of what SEN looks like at CCI which was clear. We looked at numbers nationally and locally. The SEN support numbers are low in comparison with the national average now. Likely to be because we are an infant school rather than a larger primary school. Potentially SEN numbers could go up because of this second lockdown. Would look at the quality of teaching in place and other strategies first before consideration of going on the SEN register. Overview given in terms of areas of need at CCI.

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Governor asked: When you say the levels, are you talking about the severity of learning across all children or the numbers?

Confirmed this is to do with the numbers, so the amount.

Communication and language in Early Years is a concern. Use the Wellcomm Assessment to identify gaps in their speech and language as soon as they come into school and used to put immediate interventions in place to support those problems. Allows teachers to put these interventions into place while we wait for a more formal assessment. All children were screened, and this flagged up big gaps for some children. Speech therapist comes fortnightly, enabling staff to also be trained up as they also attend these sessions. Used the Boxall Assessment used with one child so far, will introduce to others further down the line. An assessment which looks at are they ready to learn, and looks at the gaps with emotional development, attachments, all the different issues that might putting a barrier to learning. For example, it shows if a child is nowhere near ready to learn because of an attachment problem. Then we can put an intervention into place for this before we even attempt to look at the learning. We are told this lockdown by the Government we must meet the needs of EHCP – all of which are in school which takes pressure off the teachers. We would plan for children as normal as they are in school, whereas last lockdown additional resource and planning was required. Main priority is focus of differentiation for ECHP

SENCO looked at children's books with EHCPs looking for learning objectives put in the book, is it clear that planning is in place for them, is it always the same TA working with those children or is it a range? Any concerns are raised straight away in the pupil progress meetings. TA writes out different activities for the children to do so the class plan was not being differentiated for them. That is in the school improvement plan that was a priority, but this was a really good way for SENCO to look at this before the meeting.

Quite a few staff meetings have taken place about how the plan should look and sharing useful techniques and tips, making sure the SEN children are being included in the learning but at their level. Pleased with the visuals and language of teachers. Emotion coaching strategies are being implemented.

Governor: In a better place this lockdown compared to last time, more children are in school. SENCO feels she has a good handle on those children, the differentiating teaching etc. With all this intervention happening, what are we anticipating the improvement to be? What will "good" look like when we get through this? It was a case of understanding what ongoing support these children need, but what is the anticipated progress, with the high-quality teacher planning that is happening is ensuring this is embedded. SENCO will be observing a child for the day and doing as much as she could and as much face to face as possible with these children. From a Governor point of view all that could be done is being done to maintain a standard but how will we know when we have reached it?

SENCO successfully managed to get an EHCP and now has high-quality structure all the way through. Although will not be working at the standard this is a success and this is what good looks like.

39/20 Deputy Head Verbal Report:

PIVATS is a system introduced 1-2 years ago, specifically for children that are not progressing within Insight, which is the regular tracking system. It breaks the learning down into small steps, specifically for SEN, but can be for children with barriers for learning in other areas. It is quite an exhaustive programme, not just reading, writing and maths, but the social development too. Initially the problem was that the children who were on PIVAT their data was not then contributing to the whole class data, so a child was missing from the whole class data, so did not show the whole picture of the class. We are looking for a way to allow that child's data to form part of the overall picture of the class. Introduced integrated PIVATS into Insight, a customisable tracking system, company have worked with us to put Insight into that. The different bandings are weighted, for certain areas you get a point progress, but for other areas it you have gone through so many steps and still only get a point. Two systems that we can use, one is this weighted system, where it is hard to predict how much progress they will make depending on where they are within

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the bands, or the other is another system where every segment they complete equals a point progress. For a SEN child, progress will look different, even if it is a small step, will be massive progress for them. Trying to get that acknowledgement that it is still progress just for an SEN child as opposed to the mainstream child in the class. By the end of this term the right system will be put in place and have a system that is fairer for SEN children.

Governor is meeting with DH to discuss systems in more detail.

Governor asked: YR1 percentage of children who are where they are with their reading only 53% are in school?

Children at home are engaging because they use bug club, enabling reading regularly at home, of all the children who are not in school only one is not engaging. We are being consistent in our message regarding reading, even if it is just watching the teaching videos and reading on bug club this is the bare minimum we need. Appointed two reading assistants in school, they have been reading with the children here so their standards will go up, when the other children return, we can really focus on the 47% who are not here.

Governor: We can see the cumulative effect on the reading and writing from the first lockdown, but you can identify this and are clear on how you will target this, even if it is not now, which is reassuring.

The phonics screening results were high which was done before Christmas, usually this would have been done in June. Writing seems to be the biggest issue, which is a similar picture in all schools.

Remote Learning:

Remote learning offer is on the website. Trying to make this as similar as possible to what the children are getting in school. Teachers have release time to record the videos which is working well, ensuring high expectations and key that the actual teachers of each class record the videos instead of third parties, so the children are far more engaged. Expectation is 3 hours a day, ensuring any device can access, offering alternatives where printing is unavailable. A usual day consists of a daily class zoom, recorded English, SPaG and Phonics, and Maths lessons. Reading on Bug Club, TT Rockstars and Numbots. We know how many children are engaging with the tasks by tracking who is on Bug Club and how they can answer the comprehension questions. Learning quiz at the end of each week to see which classes are engaging and gives a basic overview if children are meeting the objectives. Weekly calls home parents which could be Teacher, TA or SENTA, priority given to those not in school and make notes if we need to follow these up. We track this over time in spreadsheets, so if we have not seen any work from a child another call will be made to try and see some work. Reception use a system called Evidence Me which allows two-way communication with teachers and parents. This was already in place, had to just turn on parental function. If a class must isolate, it would be instant switchover as work is same at home as in school.

Governor: All the reports we have heard this morning have been amazing, we as Governors can feel confident in what is going on. Can you pass on our thanks and appreciation to all staff, SLT and SENCO for all that is going on as it sounds very impressive? Do you feel you have just got it down now?

Yes, worked meticulously to get to this point to make sure we timetabled through the week, so TA's could release Teachers to do the learning videos.

Governor: We are in the best possible place we could be, focussing on children's and teachers impact and wellbeing, Teachers are supporting each other. There was a survey at the juniors for parents to say what was working well and what is not, their way of evaluating their data. Is that something we could do?

Yes, a survey has just been sent out this week.

From a teacher point of view, when it was announced it was a quick turnaround, but we have felt supported by Head and DH, questioned teachers about how they think it was going and consensus was teachers want Head and DH to ensure they take their wellbeing days and have led the school incredibly well.

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Governor: Good to hear the support being offered to parents, and phone calls out to parents to remind everybody as parents want the best for their children. Will we be using the survey on an ongoing basis and how will we use the data?

The 3-hour figure came from the Government, and we must provide 3 hours, but we do not have to make sure people are doing 3 hours, watching the teaching videos, and reading each day is enough. Difficult balance with protecting family's mental health but also giving them enough to do. Feedback is the maths videos are difficult due to the technical language being used, so are adopting crib sheets directly from the feedback.

Governor: The quality and mixture of the materials and the way the teachers have been in the videos we recognise as parents you are looking out for mental health as well, and feel the school is getting it right even though it is an incredibly difficult balance.

Governor: Echo everything that has been said, no question with the evidence we have been given, the amazing job the school is doing.

40/20 Policy Review

No policies were reviewed.

41/20 AOB

No AOB

42/20 Date of Next meeting: 30.04.21 @ 09:05am

Meeting closed @ 10:15am