

CURRICULUM COMMITTEE MEETING – Autumn 1

DATE: 25th November 2019

TIME: 6.30pm

PLACE: School Staff Room

Present: Ally Tansley (AT Chair), Adrian Hall (AH), Helen Walsh (HW), Camilla Bolt (CB), Alison Vaughan (AV), Katy Jackson (KJ), Lucy Freestone (LF), Sophie Papworth (SP)

Apologies: Maria Panayiotou (MP)

	Autumn 19	Spring 20	Summer 20
1	Terms of Reference Schedule for the year SDP objectives relevant to the Committee <i>Policies: None</i>	CPD – for teachers Subject lead: PE Pupil /Sports premium Intervention data Book Look Science <i>Policies: RSE</i>	Subject Lead: RE Teacher profile Book Look <i>Policies: Teaching and learning</i>
2	Within year data for all years Projected targets for year Subject Lead: Music <i>Policies: Sustainability, Foundation Subjects</i>	Subject Lead: DT Within year data Teacher profile EY Data Book Look	Assessment Data (incl. Foundation subject assessment) EY data Book Look <i>Policies: EYFS</i>

Please note: this has been updated

Minutes

1. Welcome and Apologies	Actions
Apologies from Maria Panayioutou	
<p>2. Subject Lead Presentation on music from Jo McGahon JM presented an extremely interesting and informative presentation about the current provision, attainment and future plans for music at Rhodes Avenue. The vision for music is clearly linked to the whole school vision.</p> <p>INTENT To engage and inspire all pupils, creating passionate, informed and confident musicians. To create a personalised music curriculum which stretches the needs of Rhodes Avenue children, who come to school with a lot of music knowledge and experience, while filling the gaps for those</p>	

who have not.

IMPLEMENTATION

To support and develop teaching staff who are confident to deliver outstanding music lessons – Links to priority 1 in SDP on vocab – through:

- Continuous CPD
- Specialist teachers
- Music subscriptions (Out of the Arc, Sing Up, Music Express)
- Specialist teachers leading weekly teaching sessions (Ukulele, Samba drumming and recorder)
- Skills and knowledge maps for each year group (ensuring progression)
- Extra-curricular activities (Several choirs, orchestras)
- A music specialist in every Key Stage
- Parent engagement
- Music outside of school – enrichment trips and exciting opportunities

IMPACT

- 88% of children are working at expected level of development
- 90% SEND children are at the expected level of development
- Children working at GD are on a gradual increase
- Over 90 children take part in recitals
- Over 300 children are engaging in concerts and choirs
- 20% attend peripatetic lessons (and bring the skills learnt back into the class to raise attainment and knowledge)

NEXT STEPS

- Music focus trips for all
- Continual CPD for teachers – continue to develop staff notation and composition skills
- Encourage more parental involvement

Q: How do you ensure progression in the teaching of music across the years?

The skills and knowledge maps are clear building blocks and progression is mapped

Q: Did you write the Skills and Knowledge Maps?

They are taken from the national curriculum but are our own wording because we wanted to make it a personalised curriculum. The expected standard is from the national curriculum, but greater depth statements are written ourselves because we want to stretch our children.

Q: Is there any transitional information that goes with the children to secondary school?

As with all subjects, all information goes up with them.

Q: Do you find that by the time children leave Year 6, they are accessing KS3 curriculum?

Yes, our last cohort 40% were

<p>Q: What have you done to prepare for the new OFSTED framework?</p> <p>I have been given time out of class to review what we have already been doing in music, looking for any gaps, making sure we were sufficiently stretching the children, collecting the evidence to show this and to show progression across the years. I am a new subject lead, so I worked with the SIP to increase my own confidence in being able to articulate all the things we are doing.</p>	
<p>3. Matters Arising/Points for Action from the previous Curriculum and Governing Body Meetings</p> <p>The minutes from the previous meeting were agreed. Actions from the last meeting: -MP sent through summary sheet for what is being done for key groups and what improvements are being seen. -AT and LF have contacted their "inspirational people" re making a video for the school website. They will keep us updated. -AT updated the curriculum schedule -AH and MP have circulated the attainment and progress data, which was presented and discussed at this meeting (see below)</p>	
<p>4. School Development Plan and Curriculum Update</p> <p>It was suggested and agreed that these should be listed as separate items in future agendas.</p> <p>AH presented the Autumn Attainment and Progress data from all year groups. This links to Priority 2: Inspirational leaders, aspirational learners and "Raising the attainment and accelerating the progress on Key Groups"</p> <p>Nursery:</p> <ul style="list-style-type: none"> - 47.1% of pupils are working at or above age-related expectations across all areas - For Nursery children that is low - Weakest areas were writing, number and managing feelings and behaviour - These are target areas - Staff are confident this percentage will increase throughout the year <p>Reception:</p> <ul style="list-style-type: none"> - 49.8% of pupils working at or above ARE across all areas combined. - It is agreed that it is more helpful to look at progress data from Nursery to the end of Reception, as over the summer there is disparity between those who remain in childcare/nursery settings and those who don't, as well as a summer regression and the different nursery settings the children have come from - Data is therefore split into Rhodes nursery/not Rhodes nursery and again into full time/part time - 51% GLD attainment at the moment and 78-80% is the agreed target for the end of the year, which staff are confident they will reach. 	<p>AT</p>

- Weakest areas were: Moving and handling, writing and some aspects of Knowledge of the World.

Q: Is it fair to make direct comparisons with previous year's data as you have used/trialled the new baseline assessment this year?

Staff who were initially resistant to piloting the new baseline were, in fact, very pleased with it and found it to be very thorough. It highlighted different aspects.

Q: Is there anything school could do to communicate the weaker areas found to the parents?

Parent sessions have been planned throughout the year. A phonics session has already taken place, with maths and moving and handling sessions planned for later this year.

Q: Can you communicate with parents before children start Reception, some of the things that would be helpful for them?

We do visit children in their pre-school before they start as well as the home visits. In addition we offer stay and play sessions at school for those who have never attended a Nursery setting.

Year 1:

- 75.8% of pupils are working at or above across reading, writing and maths
- For the children who did not reach GLD in Reception in some areas, there is data to show the areas that require focus with particular pupils.

Year 2:

- 82.2% of pupils are working at or above across reading, writing and maths

Q: At the end of summer for year 1, children were 90% working at or above across the 3 areas combined. Is this explained as a "summer regression"

Yes, partly and also they have different teachers. Some children reached the S+ standard in the summer but have not quite reached B+ standard at this point in the term.

Year 3:

- 70% of pupils are working at or above across reading, writing and maths
- This is down by 6% The children have been identified and the reasons why. Historically, data takes a dip from Autumn term in Year 3, but this does not reflect in their books.

Q: Would you ever consider mixing the classes?

No, we have 2 classes working exceptionally well and would prefer to appoint a high-level TA to go through the school with the other class, to help support their learning and provide continuity.

Year 4:

- 82.2% of pupils are working at or above across reading, writing and maths
- All Year 4 classes are working very well and the dip from Year

<p>3 has been corrected.</p> <ul style="list-style-type: none"> - Reading is the focus for this year group <p>Year 5:</p> <ul style="list-style-type: none"> - 85.6% of pupils are working at or above across reading, writing and maths - 50% up on KS1. This is very positive progress - Maths is a focus for this year group <p>Year 6:</p> <ul style="list-style-type: none"> - 91.1% of pupils are working at or above across reading, writing and maths - When looking at Year 6's attainment data from KS1, it is up in all areas and significantly up at greater depth - We target for the top 5% of schools <p>Q: How confident are you in your tracking system, looking at Year 6 data? Very. There were 6 children who consistently performed the previous year, and on that day, in that assessment did not manage to perform and it was a shock.</p> <p>Summary: There is a consistent picture across the school for expected progress of 2 steps and above.</p>	
<p>5. Policies</p> <p>Governors discussed the Sustainability Policy.</p> <ul style="list-style-type: none"> - It was suggested that clarification as to what the "Eco code" is should be added. - It was suggested that the vegetable garden, chickens and eggs should be included - It was suggested that the school going plastic-free at Christmas should also be mentioned in the policy. <p>Q: What opportunities are there for children to input to this who aren't on school council? Through assemblies. Some children have even planned and led their own assemblies. Also, there will be an eco team of children.</p> <p>Q: Are we going to review the policy before Autumn 2022? Yes: MP wants to do so because things are happening and changing so rapidly in this area throughout the school.</p> <p>Governors discussed and reviewed the Foundation Subjects Policy.</p> <p>Q: In the policy there are 2 references to "ancient languages" taught – what does that refer to? AH was unsure and will review this item.</p>	<p>AH/MP</p> <p>AH</p>
<p>6. Governor visits / subject lead meetings (EA)</p>	

<ul style="list-style-type: none"> • LF has had a tour of the school from the headteacher • CB is meeting Laura Moore to discuss Reception baseline data on Friday (29/12) • AV and AT are visiting the school re mental health and wellbeing Friday 	
7. AOB None	
8. Date of next meeting: Monday 3rd February 2020 6.30pm <ul style="list-style-type: none"> - It was agreed that a book look will take place at the next meeting, looking at science books. - Subject lead: PE - Pupil/PE & Sports premium - Review of Home Learning - CPD – for teachers - Policy: SRE 	

Actions from meeting

Action	Person
- Review items in the Foundation Policy	AH/MP
- Make additions to the Sustainability Policy	AH/MP
- Videos for website AT and LF to continue to pursue contacts who were Paralympians and ask them if they could produce videos for our website too.	AT, LF
- Separate items "SDP" and "Curriculum overview" on the next agenda	AT