

CURRICULUM COMMITTEE MEETING – Spring 1

DATE: 3 February 2020

TIME: 6.30pm

PLACE: School Staff Room

Present: Ally Tansley (AT Chair), Adrian Hall (AH), Maria Panayiotou (MP), Helen Walsh (HW), Camilla Bolt (CB), Lucy Freestone (LF), Sophie Papworth (SP), Costa Constantinou (CC)

Apologies: Katy Jackson, Alison Vaughan

	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: governor input into draft RSE policy</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 Science	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 Alison Vaughan and Katy Jackson	
2. Intervention Data <ul style="list-style-type: none"> • Emily Gazzard presented the latest data on Interventions in Autumn Term. [Please can an electronic version of this be attached?] These are reviewed regularly. The school follows guidance from the EEF on effective interventions; they are time limited (10 weeks). After that, a dialogue with class teachers/support staff is encouraged to see how the strategies learned can be brought into the classroom. Children are assessed pre- and post-intervention and this data formed the presentation. • All bar 2 of the interventions are going really well. The two exceptions are in Y5 [Can someone check this is correct, as I couldn't see from the data which ones weren't working.] • EG highlighted the following interventions: In Y1, handwriting and 	

number bonds are going well; in Y2, booster phonics is for children who don't achieve a high enough score in the compulsory Y1 phonics check; in Y3, there is now an additional member of staff; also in Y3, Word Club is a dyslexia programme (without the need for a diagnosis) with a 1:2 ratio, which has been very successful so far; in Y4, the Maths Sneak Peek gives a pre-teach so children are prepared for the next lesson; in Y5, we are being careful not to take pupils out for too many interventions, and to also focus on their wellbeing.

Q: When do the interventions start?

A: In Autumn term, in week 3. They last for 10 weeks.

Q: How reliable is the data?

A: Some interventions (eg handwriting) are more difficult to assess than others (eg Number Club). Some will have set ways of measuring (eg reading age). We try to make assessment as objective as possible.

Q: What are they missing when they are out for interventions?

A: Sometimes Assembly, or the period immediately after lunch (whilst others get settled). Try not to take them out of PE, Art, Forest School or Computing.

Q: How many interventions per child?

A: Trying to limit this – too many interventions can mean missing out on too many other things. Will try one intervention per child initially and then see whether support staff can support them to maintain the learning in school.

3. Subject Lead Presentation on PE from Nina Watson and Emel Ali

- NW and EA presented an extremely interesting and informative presentation about the current provision and future plans for PE at Rhodes Avenue. **[Please can we attach the presentation?]**
- The curriculum was revised last year and there is a very clear programme now, including some new sports such as Badminton. The intent is to teach skills (and knowledge) and there is a focus on progression from one year to the next, building on the skills taught and then applying them in different contexts. For example, Benchball in Y3/4 then progressing to Netball in Y5/6. There has been lots of positive feedback from children and staff.
- The 'Intra' element of the curriculum is also important (where children compete against one another within PE lessons, in Houses). This also overlaps with the Competitive Sports policy and is part of the School Games programme.
- NW has drawn up a **PE Action Plan** (attached), with input from Haringey's PE consultant. The **Intent** links into the school's priorities:
 1. Vocabulary: through using the correct sporting vocabulary and terminology in lessons, and through displays;
 2. To embed the revised PE programme and ensure staff receive CPD: some PE is taught by the class teacher, some by specialist teachers. All have CPD available – some at staff twilight sessions

or an inset session. Good communication between specialists and other staff;

3. Healthy body, healthy mind: there is a focus on physical and mental wellbeing. A circuit fitness club is being implemented for children who need extra support (physically or mentally);

4. The Competitive Sports policy will also be reviewed.

- NW also discussed **PE and Sport premium** and showed governors the matrix which must be completed to show how the money is spent. This included sections for Intent and Implementation. The Impact sections will be completed later in the year and governors can assess then. The return for 2018/19 was also included.

Q: Do boys and girls do PE together?

A: Yes. Some of the after-school sports sessions are separate though – for example there is a girls-only football session after school, and also an extra-curricular girls’ football club (Kickabout). Also one of the lunchtime football sessions in the Cage is reserved for girls only. The others are mixed.

Q: What does PE look like in each half term? Who plans who does what and when?

A: Teachers plan their own lessons with help from NW, EA and the specialist teachers.

Q: Is there a Scheme of Work to help them?

A: There is a detailed Skills Ladder, which is used for medium-term planning and which covers all skills and subjects. The school has lots of PE resources. AH showed Governors the PE Skills Ladder.

Q: As subject lead, how do you know children are building on what they learned, eg, from Y3 to Y4?

A: The Skills Ladder will set this out and teachers can see the previous year’s assessment data so they can plan for each sport for each 6 week block. They will build on skills and knowledge.

Q: Do the specialist teachers follow the same skills programme/skills ladder?

A: Yes.

Q: How will you measure the impact, for example of the circuit fitness?

A: Considering pre- and post-assessments, meetings with parents. The expected impact is also set out in the Action Plan, together with how it will be evaluated.

Q: When we look at other subjects, we can see evidence of work – displays, books, etc. What evidence do you have of children’s work in PE?

A: Alongside the presentation NW had provided video clips showing how children were developing certain skills – for example throwing and catching.

Q: How do you know lessons are being taught well? How often are teachers observed?

A: Half termly – we look at medium term plans. NW is also carrying out learning walks and dropping into PE lessons. There is formal lesson observation of the specialist teachers and NW plans more drop-ins this term.

Q: What would you stop doing if the Sports/PE Premium money stopped?

A: We have invested heavily in PE over the years and it's an important part of the culture, so we have made sure it is all sustainable. The biggest luxury though is top-up swimming (beyond Y4). Next year's funding will be tight so this would be something to consider if the Premium were to go. This is hypothetical though.

Q: What about health and safety? Do you have risk assessments?

A: Yes. We have clear risk assessments which have been redrafted into table form along the lines of the Forest School risk assessment which was singled out for praise by our external Safeguarding assessor.

Q: How many hours a week do children do PE?

A: 2 hours a week. Maybe a bit less in Y4 for the term when the children do swimming, as the swimming is only 30 minutes. In addition, many children participate in sports before and after school. As well as the wide range of paid-for activities which is on offer via the extra-curricular programme, the school also runs free sessions for some sports including football, cricket and netball.

Q: What comes next?

A: Continuing with and embedding the new PE programme. Also the review of competitive sports.

Competitive Sports

- The review is ongoing and there is a high degree of engagement with parents and children. Currently the school has lots of teams – A,B,C, D and even E teams in some sports. All children can represent the school in at least one subject before the end of Y6. If parents raise this as an issue they are first directed to the competitive sports policy because they are often not aware of what goes on already. Nevertheless, the situation is under constant review. AT and CB will be involved in the review.
- AT explained the London Youth Games and how that meant that a school could only put in one team even if there were lots of talented children. This necessarily limited opportunities to represent the school in this format.

Q: Who are the talented children and are they being nurtured outside school?

A: There are very few who aren't being catered for already. Many children participate in lots of sport outside school and they can be directed to local clubs.

4. Matters Arising/Points for Action from the previous Curriculum and Governing Body Meetings

<p>The minutes from the previous meeting were agreed.</p> <p>Actions from the last meeting:</p> <ul style="list-style-type: none"> - Updates had been made to the Foundation Subjects and Sustainability policies following governors' comments; - AT and LF had been unable to contact their "inspirational people" re making a video for the school website but she would now do so; - AT updated the curriculum schedule 	
<p>5. CPD – for teachers</p> <ul style="list-style-type: none"> • MP presented the attached Spring Term CPD programme [please can an electronic copy be attached?]. There are weekly staff meetings as per the programme. These are often split between EYFS and KS1/2, but are sometimes for all staff. There are also regular subject leader meetings. All are linked to Intent on the SDP and individual subject plans. • EYFS staff regularly visit other EYFS settings. • If a member of staff has been on a course, they report back on it at a staff meeting. This sharing is having an impact on all staff, and staff are keen to go on courses and report back on their learning. <p>Q: How does it work with courses for an individual's own performance/development? A: This sort of thing would be discussed at someone's mid-year review with Adrian.</p> <p>Q: How do you know training is worthwhile? How is it assessed? A: Afterwards, there would be a review, bringing evidence. The test is "Does it work for our children or not?" This can vary between staff – some might find a particular approach more successful than others.</p>	
<p>6. Review of Home Learning</p> <ul style="list-style-type: none"> • There was a parents' survey at the end of last year. 72% thought the (new last year) policy was working. • AH explained about projects. Children could work with others on some of the projects – for example, the Science and Art projects could be done in groups or with siblings. Parent feedback was that some of these were amazing 	
<p>7. Governor input into RSE Policy</p> <ul style="list-style-type: none"> • MP wished to gather Governors' views on the sex education element of the RSE (Relationships and Sex Education) policy. As background, DfE had issued a public consultation on RSE and had received >20,000 responses. For some parents it's very controversial. • Schools have to consult on their policy. Several parents have volunteered to be on a working party. Their views, and governors' views will be fed into the policy. • There are statutory elements to RSE – concerning Health, Science 	

and Relationships Education. These are compulsory. At primary level, Sex education is not (it's not part of the National Curriculum), and a school can choose whether and how to teach it.

- MP went through the statutory (compulsory) elements of the National Curriculum on relationships education [can we add electronic versions of this and the Health one? And the Science extracts?] – what children should know by the end of primary school. This includes knowing about Families and people who care for me (including that families are not all the same); Caring Friendships; Respectful relationships; Online Relationships and Being safe.
- The (compulsory) National Curriculum on health and mental wellbeing covers Mental wellbeing; Internet safety and harms; Physical health and fitness; Healthy eating; Drugs, alcohol and tobacco; Health and prevention; Basic first aid, and a section on the Changing adolescent body. The latter provides that by the end of primary, pupils should know
 - “key facts about puberty and the changing adolescent body, particularly from age 9 through age 11, including physical and emotional changes;
 - about menstrual wellbeing including the key facts about the menstrual cycle.”
- There are also relevant aspects to the Science curriculum [can these be added?]. Again these are compulsory and children can't be withdrawn from these lessons.
- There is no National Curriculum for Sex Education and parents can withdraw their children from these lessons. MP asked Governors to consider various aspects of the Secondary National Curriculum on Sex Education and decide which of them should be taught (in an age-appropriate way) in our school and which should not.

Governors decided that the following items (from a list of what 'pupils should know') should be included:

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts around pregnancy including miscarriage.

Governors thought that the following aspects should be included with qualification:

- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. [*It was thought that this should focus on the science – that the fertility window has a beginning and an end, and that's why you don't see pregnant 90-year olds*]
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. [*Children could be taught this in the context of kissing or physical displays of affection: that they should not pressure*

others into this, and should feel able to resist this pressure themselves.]

Governors did not feel the following should be included:

- that they have a choice to delay sex or to enjoy intimacy without sex.
 - the facts about the full range of contraceptive choices, efficacy and options available.
 - that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
 - how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
 - about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
 - how the use of alcohol and drugs can lead to risky sexual behaviour.
 - how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- After half term, MP will set up a working party with parents. She will explain to them what is already in the National Curriculum and they will then undertake the same exercise as governors. Parents who cannot attend in person can complete a survey. There will also be input from staff and from pupils and then a policy will be drawn up.
 - This will be discussed at the next committee meeting.

8. Safeguarding

- HW and LF explained how safeguarding went beyond child protection and that it permeated every element of education. In curriculum it could be relevant when examining policies (eg internet safety), but also when considering individual subjects, either at a Subject Lead presentation or on a visit. Governors should always be asking how they know that children are safe. This could mean asking about risk assessments in D&T, or about internet safety in a Computing lesson.
- The school had just had a safeguarding audit and Katy Jackson had circulated information to governors about it. LF was the safeguarding Link governor but this was primarily to do with child protection issues. Safeguarding should be on the mind of all governors.
- There is safeguarding training before the next FGB meeting.

9. Governor visits

- There had been none since the last meeting.
- Governors discussed that they would find it helpful to have a template for governor visits, or some standard questions to answer.

<p>10. Impact monitoring and evaluation</p> <ul style="list-style-type: none"> • HW will follow up on the Music presentation in the last meeting by arranging a Music visit. • CB will arrange a PE visit and she and AT will be involved in the Competitive Sport review. • AT will draft a paragraph for the Newsletter on the School Games. • Dianne Bluemink will visit EG to discuss interventions. • LF wanted to see the girls-only Maths group in Y6. • CC will arrange a familiarisation visit. • CB [not sure what Camilla wanted to do – something to do with Y5/6 parents and children and talking to children?] 	
<p>The following agenda items were not discussed and will be considered at the next committee meeting:</p> <p>11.School Development Plan and Curriculum Update 12.Book Look – Science</p>	
<p>13.AOB None</p>	
<p>14.Date of next meeting: Monday 30th March 2020 6.30pm</p> <ul style="list-style-type: none"> - Book Look - science - Subject Lead: DT - Within year data - Teacher profile - EY Data 	