



## AUTUMN TERM 2020 MEETING OF THE LEARNING AND CURRICULUM COMMITTEE MINUTES

Date Wednesday 23<sup>rd</sup> September 2020  
Time 6.00 pm  
Place Virtual meeting on Zoom

Delegation of Areas for Improvement to Governor sub-committees	L&C L&C L&C	<b>Quality of Education</b> <b>1.1</b> All students make outstanding progress – no gaps between groups of learners, in particular <95% attendance, APKN, disadvantaged and boys. <b>1.2</b> To develop a highly effective curriculum that addresses gaps in each subject area, through oracy, literacy, effective questioning and developing the cultural capital of all. <b>1.3</b> Students are given demanding work and feel challenged in class, in particular HPA
	L&C L&C F&H	<b>Personal Development</b> <b>3.1</b> Coherently planned Enrichment programme that is well attended, particularly by those who are disadvantaged, & that supports the development of character <b>3.2</b> HGSS promotes equality and diversity so that students respect differences <b>3.3</b> High quality careers guidance prepares students well for their next steps
	FGB P&P FGB	<b>Leadership &amp; Management</b> <b>4.1</b> Embed the culture of excellence in learning, teaching and assessment in order to improve the outcomes of all learners <b>4.2</b> Student voice engaged effectively with (focused and purposeful) <b>4.3</b> Governance time is used highly effectively to deliver the SIP
	L&C L&C L&C L&C L&C	<b>Sixth Form</b> <b>5.1</b> Increase the number of Oxbridge, Russell Group and Higher Apprenticeship applications <b>5.2</b> Reduce the residual/variation in outcomes between subjects <b>5.3</b> Ensure that Disadvantaged (ex PP and Bursary) students make progress at least in line with their Non-Disadvantaged peers <b>5.4</b> Curriculum coherently planned and sequenced for future learning and employment (year 7-13) <b>5.5</b> Introduce a ground breaking, career related, bursary programme for the Sixth Form, e.g. Medicine, Maths, Design.

**PRESENT:**

Mrs E. Starling (ES) (Chair)	Parent Governor
Mr S. Barrett (SB) (Vice Chair)	Parent Governor
Mrs L. Swain (LS)	Parent Governor
Mrs. A. Thomas (AT)	Community Governor
Mr G. Davies (GD)	Community Governor
Mr E. Hillyard (EH)	Headteacher
Miss J. Kirkpatrick (JK)	Staff Governor
Mrs A. Lee (AL)	Staff Governor

**IN ATTENDANCE:**

Miss K. Joynson (KJ)	Deputy Headteacher
Mrs. S. Lary (SL)	Deputy Headteacher
Mrs C. Hawkins (CH)	Assistant Headteacher (DSL/SENCo)
Mrs K. Stone (KS)	Assistant Headteacher (Eng/Boys)
Mrs. R. Golding (RG)	Assistant Headteacher (6 <sup>th</sup> Form)
Mrs A. Marchant (AM)	Clerk to Governors

**NOT IN ATTENDANCE:** Ms M. Selby-Boothroyd (MSB) Community Governor

NB. Governors' questions are highlighted in *italics* and underlined throughout these minutes.

Item	Discussions and Decisions Made	Actions by who/when
1	<b>Welcome and apologies for absence</b> ES welcomed everyone to the meeting, especially SL as she was attending her first meeting.	

2	<p><b>Appointment of Chair and Vice Chair of Committee</b> ES was appointed as Chair of the Committee and was SB appointed as Vice Chair of the Committee.</p>	
3	<p><b>Declarations of conflicts of interest in relation to items on this agenda</b></p> <ul style="list-style-type: none"> <li>ES is a Governor at Highworth Combined School &amp; Nursery and has started working at Little Kingshill School.</li> </ul>	
4	<p><b>Minutes and matters arising</b> The minutes were approved as a true and accurate account of the meeting and a signed copy will be brought into the school for retention on school file.</p> <p><b>Matters arising</b></p> <ul style="list-style-type: none"> <li>EH was looking at the pros and cons of student devices and this is going ahead.</li> <li>The committee will be looking at T&amp;L priorities as part of this meeting.</li> <li>There was a question for EH about clarifying whether the term Gifted and Talented is still in use. EH confirmed that it isn't.</li> <li>Y12 &amp; Y13 History Discussion – this will be covered as a discussion item in this meeting.</li> <li>SEND review – this will be covered as an agenda item in this meeting.</li> <li>MFL – we were going to look at current and longer term plans. EH confirmed that the school has appointed an experienced Head of MFL who will share the role with a member of staff who is on maternity leave. The department is full now.</li> <li>OfSTED training will be put on the next agenda and KJ will circulate the relevant document in advance of the next meeting.</li> </ul>	<p>ES</p> <p>KJ</p>
5	<p><b>Feedback Year 13 Results</b></p> <ul style="list-style-type: none"> <li>The KS5 results summary had been circulated and questions were invited.</li> <li>The 2020 History APS results were 4 points above the national average. Over the past three years there has been an upwards trajectory. Teachers are confident with teaching in this area.</li> <li><b><u>Q. As a general point for GCSE and A Level results, because results were allocated differently this time, do you think some areas of difficulty with certain subjects might have been masked? A.</u></b> EH responded that he didn't think so. The results were allocated on a historic basis and on teachers' judgements, which were robustly checked and analysed for accuracy. It was felt that they were very accurate and a real reflection of the hard work that teachers put in.</li> <li>We will continue to keep an eye on vocational qualifications as they were a focus last year. This will impact our Y13 this year.</li> <li>The results were earned by the students, they had done their exams and completed their coursework.</li> <li>This was an unprecedented year. We stuck with our current entry requirements and now have the right students on the right courses. If we are thinking about expanding, we need to make sure that we have a discussion with the Heads of Faculty and make sure that we are not disadvantaging our own students because we are bidding them out of entry requirements and doing the right thing for our cohort. The SLT will discuss 2021 entry requirements next week.</li> </ul>	

6	<p><b>Feedback Year 11 Results</b></p> <ul style="list-style-type: none"> <li>• The report had been circulated.</li> <li>• <b><u>Q. The Open Basket did well; can we attribute this to anything?</u></b> <b>A.</b> We have broken this down by subject. Over time, our allocation and support of students in their option choices has helped with this and the process has evolved over time in making sure they are in the right subjects.</li> <li>• <b><u>Q. In terms of the three-year trend, how are departments being supported on the back of the results for some subjects that need it?</u></b> <b>A.</b> The MFL department is now stronger; we will work with departments on their subject development plans to make plans for progression. The Science results might look lower but the top students have gone on to do 3 GCSEs and achieved between 7-9. RS is lower; we gained 30 lower ability set children and the table doesn't show how many have taken the GCSEs. It is a positive picture but the numbers do not show that. It was commented that it would be useful for Governors to have more context around this in the reports.</li> <li>• <b><u>Q. It would be interesting to see the results of Music last year and receive feedback on marking, moderation and the swapping of mock papers with other schools.</u></b> <b>A.</b> It will be another area we will scrutinize more closely this year.</li> <li>• For Drama we had a one-year contract with the previous drama teacher; a lot of work went into it to make sure the pupils were in the places they should be.</li> <li>• Photography – pupils are producing some phenomenal work.</li> <li>• Trend in Progress 8 – Maths progress has improved from last year.</li> <li>• <b><u>Q. With regard to EBAC, is there a focus on trying to get the figure up on take up of foreign languages?</u></b> <b>A.</b> Over time, we think students will start opting for more foreign languages. We have an engaging MFL department now and are doing a lot of work with Oak Academy and the provision of national resources and bringing it into their teaching, especially around the mastery of reading, writing and speaking a foreign language. We have split the 7 tutor groups into two bands and will encourage the top band to take on a foreign language. We should start to see those numbers changing. Ideally we would like to see some students working toward dual languages.</li> <li>• <b><u>Q. Are we still working with Borlaise?</u></b> <b>A.</b> Yes. NCL is based there.</li> <li>• <b><u>Q. Has it changed now as last year children were assigned a language rather than trying a taster session of both?</u></b> <b>A.</b> EH explained that it is the same approach; they are put into either French or Spanish. That approach may change over time. Spanish is the most popular course at the moment.</li> </ul>	
7	<p><b>SEN/D Update</b></p> <ul style="list-style-type: none"> <li>• The Y11 SEN report had been circulated. The impact of how results were arrived at meant that the results were significantly better because the students did not actually sit the exams. We have a significant number of pupils with an EHCP which impacts on their learning in class and outside the curriculum. Last year, we had 10 children with EHCPs who were dealt with individually in terms of their barriers to learning. They have all been able to move onto appropriate destinations including our sixth form.</li> <li>• It was noted that the report should have been an anonymised version and it was agreed that it would be redacted and a corrected version would be sent out.</li> <li>• <b>Catch Up Premium Funding</b> – some of this will be spent lower down the school in terms of lucid testing, spelling support etc.</li> </ul>	SL – actioned.

8	<p><b>PP Update</b></p> <ul style="list-style-type: none"> <li>• <b>Progress 8</b> – last year disadvantaged students did well and it looks like things are going in the right direction, suggesting that the PP spend is in the right places and spread across the various year groups. Ideally we would like to see no discrepancy between advantaged and disadvantaged pupils, who range from FSM, Forces, LAC, Previously LAC and Ever 6.</li> <li>• <b><u>A Governor suggested that the Catch Up Premium document needs a reread as on the top of page 4 there was a repetition of paragraphs before it is published on the school website.</u></b></li> <li>• The Committee <b>agreed</b> for the school to continue to invest PP in the way it is being done. The Catch Up Premium last year was roughly £20K. We have been given £80K for the next four years which will be split into three payments. We are planning to invest in all year groups with a focus on the exam classes for Y11 and Y13.</li> </ul>	
9	<p><b>Teaching &amp; Learning Priorities</b></p> <ul style="list-style-type: none"> <li>• See above learning priorities around the Quality of Education. There is a real focus on coaching and targeted interventions, and building up a bank of materials to support teaching and learning when students get their devices e.g. installing Hegarty Maths to remove barriers to learning.</li> <li>• <b><u>Q. When are the devices expected to arrive?</u></b> <b>A.</b> In November. The departments will be looking at how they integrate those fully into the learning experience.</li> <li>• We are exploring how members of staff who might be self-isolating at home might be able to dial in and deliver a lesson.</li> <li>• Meet and greets are being done virtually and there are other things we can do to positively in this current climate using technology.</li> <li>• <b><u>Q. What will happen with students who have not purchased the devices?</u></b> <b>A.</b> We have protected some money to fund a certain number of students per year group and will purchase tablets for them. We will also purchase a number of modems. We will also need to promote it so that staff use it in a constructive way in the classroom.</li> <li>• <b><u>A Governor suggested that there needs to be some clarification for staff, parents and children as to how the devices will be used and implemented.</u></b> <b>A.</b> EH responded yes, this will evolve over time as staff get more confident with their usage.</li> <li>• <b><u>Q. With regard to the Parent Information Evenings, do we have a way of monitoring how many people access them?</u></b> <b>A.</b> Yes, we can look at the amount of access on the website. Y11 had a good uptake with over a 1000 hits. The Y9 link was broken unfortunately, and we have asked our website provider to see what has happened. The Y7 Information Evening was also well received this week. We have ways of identifying and contacting Y7 parents directly if they have not been able to access the events.</li> </ul>	
10	<p><b>Partial/full lockdown curriculum planning</b></p> <ul style="list-style-type: none"> <li>• We have spent a huge amount of time on this collectively as a team, looking at what has worked well and receiving lots of feedback from parents and staff. We have improved our remote access with a clearer outline of expectations and we will increase the number of live sessions delivered and will make sure staff are properly trained to do this. We are also using a single platform. Students will be able to look at their time tables. We will be moving towards shorter lessons covering the curriculum and giving time for independent learning.</li> </ul>	

	<ul style="list-style-type: none"> <li>We need to respond to the governments' idea about tiered education. Tier one is provision for all students; tier two is provision for students of key workers or vulnerable alongside rotating different key stages each week to break transition links in terms of fortnightly or weekly rotas for students and staff. This is complex to provide and we will need to look how we can staff this.</li> <li>Tier 3 – will be directed to us by DoE, Tier 4 is 100% access to remote learning.</li> <li>We have spent a lot of time looking at this and the senior team will look at it next week in order to present to a broader audience.</li> <li>Tier 2 is the most complicated for managing. Even if plans are in place, we won't know what staffing we will have in place at the time.</li> <li><b>Q. What will happen with the departments which are really small? A.</b> We have to be pragmatic and come up with the best plan we can. The solution will never be perfect. If we go into the rota system of tier 2, staff members who have had their own children sent home on other rotas are going to be in a difficult position as well. We will just have to adjust the plan as required.</li> <li>Parents ideally would want more face to face live sessions and feedback. Pastoral meetings were really valued for keeping the social aspects of school going.</li> <li>We are planning for exams to go ahead as planned next year. It is possible that they may be pushed back or if there is a lock down, Y11 and Y13 might sit exams socially distanced.</li> <li>We have moved the mocks to November as the NHS are planning on there being a spike in December and January/February.</li> <li><b>Q. Do you have a lot of students re-taking GCSEs and A Levels? A.</b> EH responded no, no-one wanted to re-sit their A Levels and we only have a very small numbers re-sitting GCSEs – mainly 5 or 6 for English or Maths.</li> </ul>	
11	<b>Terms of Reference</b> No changes suggested. Adopted for the coming year.	
12	<b>Agenda Schedule</b> To be recirculated.	ES
13	<b>Policy Reviews and Approvals</b> Exam Contingencies Policy will come to next meeting.	ES for agenda
14	<b>Dates and times of next meetings</b> Previously circulated.	
15 15.1	<b>Any Other Business</b> <b>The Dome</b> <ul style="list-style-type: none"> <li>The Dome has met with some resistance in the neighbourhood, cited due to its 'unsightliness' and noise amplification.</li> <li>EH explained that we have to put different groups of students into different areas when it is raining. The hall and sports hall are our two main indoor areas. We do not have enough separate indoor spaces. The solution was to erect the dome before planning permission, which has been applied for retrospectively. It was not illegal to put the dome up before planning permission was sought.</li> <li>Our canteen only seats 36 pupils with 2m distancing. It has been done so that we can safely open the school, respond to a difficult circumstance and allow the students to be able to run around whatever the weather.</li> </ul>	

<p><b>15.2</b></p>	<ul style="list-style-type: none"> <li>• EH has spoken to the Headteacher at the First School and this is minuted. It was also discussed at one of their FGB meetings. EH is meeting with the First School's Headteacher and Chair of Governors tomorrow to deal with any particular issues that need to be dealt with.</li> <li>• There are two fans which keep the dome up. The decibel reading is not illegal and in fact less than the sound generated in the First Schools' playground. Its 'unsightliness' is a subjective opinion and it could be seen as an asset and attraction for the village. The generator has been used once to test it works. We can look at ways of muffling the noise of the fans.</li> <li>• It was suggested that less feathers would have been ruffled if we had made more of a point that it was to get the children back into the school as the reason for the rush to get it installed. All schools are rushing to get outdoor facilities such as marquees up to provide additional space. We couldn't open the school without having another indoor facility. EH acknowledged this. Parent Governors commented that their children have used it and enjoyed it!</li> <li>• Both local councilors have been invited to come in and see the Dome.</li> </ul> <p><b>DoE trip</b> Unfortunately, the trip could not go ahead in the end after three telephone conversations with the Regional Lead, despite the fact that the transition rate was higher in Bucks than in the Brecon Beacons. The students were quite rightly upset.</p>	
<p><b>16</b></p>	<p><b>Evaluation of meeting</b></p> <ul style="list-style-type: none"> <li>• The committee has looked at the analysis of last years' results and the planning that has been put in place for outcomes for next year.</li> <li>• The committee acknowledged that staff worked incredibly hard to get the results that they did and they are a good reflection of where we are.</li> <li>• The site is being improved for the students (and the local community) with the all-weather dome and there are plans in place for further improvements to the outside area in October.</li> </ul>	

Meeting closed: 7.45 pm.

Signed .....  
CHAIRMAN

Date .....