

PRIESTNALL SCHOOL CURRICULUM AND STANDARDS SUB COMMITTEE MEETING

Date: 6th March 2017 Time: 5.00pm

Venue: The School

GOVERNORS PRESENT

Mr P. Page (Chair), , Mr J. Cregg (Headteacher), Mrs D. Smith, Mr A. Patel

IN ATTENDANCE

Mr T. Clarey, Associate Member (Assistant Headteacher)
Mrs G, Stephens Minutes

APOLOGIES RECEIVED

Mr M Young
Mrs S. Mansfield
Mr K Thompson

1. MINUTES OF LAST MEETING

These were approved with one amendment: Item 3. Presentation by Curriculum Leader Maths should read Presentation by Director of Learning Maths

2. MATTERS ARISING

There were no matters arising

3. LITERACY POLICY PRESENTATION BY LITERACY CO-ORDINATOR, RACHEL MEKONNEN

The Literacy Co-ordinator role was explained and the presentation outlined the Literacy expectations for the school. The role was new in the school (from September 2016) but the school had been implementing excellent practice in this area previously. However the role of the coordinator was to formalise and embed the programme across all subject areas to ensure that spoken language, reading, writing and vocabulary were integral aspect of the teaching across the school. Part of this role was to produce a Literacy Policy and once approved formalise an action plan.

The action plan would take approximately 18 months to complete and would include a number of additional initiatives to increase staff confidence and participation. Although it was felt that staff were often implementing the expectations for literacy but perhaps were unaware they were doing so. The plan would prioritise Accelerated Reader to encourage reading for pleasure and subsequently improve attainment. Other plans were to audit current practice, review Marking for Literacy, introduce short story writing competitions as well as supporting other embedded literacy activities such as DEAR and WBD

The Accelerated Reader Programme was huge and it would take quite some time to implement this across all year groups but this had already begun with Y7&8.

The departmental audit would inform forward planning.

Q. Is any of this affected by the changes to GCSE's? Accuracy of the technical writing skills of the student are now more weighed in the new English GCSE and therefore may be increased in other subject areas also. However, some subject areas state that it is not an assessment criteria in their subject.

Q Is all reading done in lessons? No, we will encourage students to read for a minimum of 10-15 minutes at home and a letter will be sent out to parents with advice on supporting reading at home.

Q. Are parents getting feedback on where they are with this programme? Not at present. We are still becoming proficient but eventually it will be embedded in the reporting.

Q. Do parents need to listen to them reading? Not necessarily but they can if they wish. Any form of reading is important and there are plenty of ways of parents to be involved.

Q. When will you evaluate the programme? There will be an 18 month Action Plan which will then take us to a point to evaluate.

Action: Policy was approved in principal and would be forwarded to the Full Governing Body for ratification.

4. GOVERNOR LINKS

The Link Governor was not in attendance therefore this item was deferred.

5. TEACHING AND LEARNING

Following a recent faculty review, the report concluded 2 lessons rates as requires improvement.

Discussions have taken place following this review and the school will be changing the process of faculty monitoring in the next academic year. The changes are being made in order that the T&L have an improved overview and this is likely to be rolled out in the next academic year. It is felt that the revised system of faculty monitoring will allow a more robust process that recognises issues in lessons and deliver a fairer and more accurate ways of quality assuring partial lessons. The current process can appear artificial in that staff are fully aware of the observation taking place. The new process will allow T&L to drop into lessons. We do not feel that staff will object as currently we are able to drop in during Hot Spot sessions which the SLT undertake and it is often during these drop ins that we see some fantastic practice taking place. Drop ins can appear less threatening. This has not yet been launched to staff and will need careful managing.

Q. Will this be linked to Performance Management? This will be a separate part to the Appraisal cycle when formal lesson observations are undertaken. The Faculty Monitoring observations will give a snapshot of a department and what is happening at a particular time.

Q. Who does the observations? The faculty monitoring observations are done by the SLT and members of the T&L department. However we are looking at other post holders

who would benefit from seeing their peers teach and engaging other staff as paired observations.

6. CURRICULUM UPDATE

Options evening is on Thursday 9th March. We continue to support the DofE recommendation that as many young people as possible should study the English Baccalaureate (EBacc) suite of subjects at KS4. With the right choices we can provide a broad and balanced curriculum to equip them with the relevant skills and knowledge for success and the achievement of the Ebacc may well have significant relevance towards college or university options.

Key developments from 2017; all subjects will be on the new GCSE 9 to 1 grade. There are exciting changes in technology replacing GCSE technology subjects with one generic option. These new technical awards will hopefully further engage our students. These are being offered as non-GCSE's but are in fact an exact equivalent and have equal strength.

We have also refined the Ebacc pathway and taken a somewhat harder line by looking at target grades 5 and above – these students will be on the Ebacc pathway and will need to choose a language and an humanity in order to achieve Progress 8.

Q. Should we 'force' students to take a language? We have targeted the solid 5's who should be taking a language and a humanities. Approx. 134 students (just over half of the cohort) should be on the Ebacc pathway to allow them to achieve appropriate Progress 8. It is in their interest to take the Ebacc to achieve the relevant qualifications

7. PLANNED CHANGES FOR NEW ACADEMIC YEAR LINKED TO SCHOOL DEVELOPMENT PLAN.

We are currently looking at appraisal for support/non-teaching staff and this is still in the development phase. We have also looked at other models

Q. Is this complicated in terms of performance related pay? This is not the case with support staff as their PM is not pay related.

A key area is Show my Homework which has been hugely successful and parental feedback has been very good. Students also appear to like it. This means that we no longer have the cost of producing student planners for Y8-11, only for Y7 and in year transfers (new students coming into school throughout the year).

In terms of pastoral/welfare; The authority is putting in a bid in to develop a learning skills unit. This will be separate from behaviour units and will support young people in terms of learning and will allow us to be more effective in supporting these students.

8 AOB

No further business

Meeting ended at 6.25pm

Next meeting 24th April 2017