

**THE JOHN OF GAUNT SCHOOL**  
**Minutes of the Curriculum, Learning and Educational Standards Committee Meeting**  
**Tuesday 6<sup>th</sup> March 2018**

**Time:** 6 pm  
**Place:** The Hub  
**Present:** Kevin Eames, Liz Summerson, Sarah Bergg, Helen Thorne, Andrew Hawkins, Sarb Gill, Eleanor Shergold (clerk)  
**Advisers:** Ben Rhodes, Louise Hamilton  
**Apologies:** David Whewell

Agenda Item	Actions Agreed	Who
27/18	GEM week best practice in English to be circulated to governors	LHA
28/18	Y8 progress to be revisited after TP3	BRH
32/18	More able will be an agenda item for next CLES	BRH/LHA

**24/18 - Apologies**

Apologies were agreed and accepted.

**25/18 Declaration of Business Interests**

Governors were reminded to declare business interests as necessary.

**26/18 Minutes and Matters Arising**

21/18 - Increase in P16 student entry numbers between TP1 and TP2 - where students had opted to attend college then decided that it was not the right decision for them

21/18 - Updated lesson plan format to be circulated

A question was raised by governors re grammar in English teaching. 'Grammar for Writing' has been trialled with Y7 and went well, although this is considered to be difficult to tie in with other priorities at this time - T4W, GEM weeks, etc. LHA said that this is something that the school is trying to remedy and it has more of a focus on grammar than it used to.

The minutes of 23<sup>rd</sup> January were agreed and signed as an accurate record of the meeting.

**27/18 Humanities Review**

Report from faculty review circulated to governors - summary of findings, strengths and areas for improvement based on agreed foci. TC was involved in the faculty review as link governor, including student and staff voice.

Subject leader has been appointed for geography. The school is pleased with the appointment.

Response to marking highlighted as an area for improvement. This is a valuable part of GEM weeks. GEM weeks are going well and are building momentum around the school, though still in developmental stage.

**Action - GEM week best practice in English to be circulated to governors**

**LHA**

AH arrived at the meeting.

Students want RE to be more challenging and to include more extended writing. T4W is helping students to have more confidence in their extended writing skills.

Staff would like MLs to be more like 'critical friends' to provide them with goals to work towards. This is clearly reflected in the areas for improvement and suggested actions.

Governors noted that the humanities faculty review was practical, clear and very positive.

**28/18 Y8 Progress and Options**

Y8 SEF and Raising Achievement Plan summary circulated in advance of the meeting. The cohort ability levels are low on entry compared to the national average. This brings challenges in terms of curriculum provision, SEN support and pastoral support.

Attendance - continues to be an area of focus, with DS boys in particular struggling. There have been 26

SAM meetings so far this year. Attendance for the whole cohort is 95% - this drops to 91.99% for DS. Governors asked about the impact of prosecution and if young carers are known to the school.

Drop in results discussed between TP1 and TP2 - this is significantly impacted by DS students. Stereotypically boys are doing better in maths, girls in English. Governors asked if this drop reflects tracking points becoming more realistic. BRH - this could be argued, but is not taken lightly.

Maths - mini milestones go well. Long term retention of understanding is more of an issue. Focus on revision and how to revise for larger end of unit tests is an action point.

BRH - the raising achievement team are exploring this fluctuation. There is a real focus on GCSE and A level in JPD. HBR needs to ensure KS3 not overlooked.

TP3 - for Y8 will be towards the end of the year. Governors concluded that the action plan seems strong and asked to revisit this at TP3. To consider inviting HBR to the meeting.

#### **Action - Y8 progress to be revisited after TP3**

**BRH**

8 Options - BRH is still doing interview meetings which should finish this week. This is the second year that triple science and MFL are optional. It looks like the same number of classes will continue to run for MFL.

BRH gave a brief outline of the curriculum, which currently looks like it will be a good mix. Students are generally doing better in double science than triple science, which needs to be explored. Governors asked if it would be better to just offer double. BRH - triple science continues to be the better option for some students.

Governors were happy to see Accelerated Reader being continued in support of identified weakness in literacy and reading skills.

#### **29/18 PP Funding - the Role of the Academic Mentor**

Impact report circulated to governors.

The students selected for the academic mentor to work with were failing from the outset; the remit was to turn them around. To do this was always going to be a challenge. The needs of the students are complex and multi-faceted.

BRH gave examples of some of the work that is taking place. There are individual wins that are working, helping to change student outlook, mind-set, and comprehension around work. Parental engagement has improved.

HFA - additional, newly appointed academic mentor will have a focus on KS3 focus and attendance, supporting the needs of PP students.

Student voice - students are positive about the support they are getting.

Governors asked when mentors are spending time with students - this takes place during PE or the subject that is being covered. What students are feeding back is great.

There is a reading programme with a local primary school where 12 Y8 and 3 Y9 DS students are reading coaches. This is going well.

Environmental education - is being explored

Next steps - to focus on Y8, 9 and 10.

#### **30/18 Deputy Headteachers' Report**

*SIP Priority 2: Raise achievement across KS2-4, especially disadvantaged students and boys*

Report circulated in advance of the meeting. FF20 targets are aspirational.

##### **Y11 - TP3 Data**

General patterns - 4+ on basics in comparison to national doing well. 5+ is tracking below national.

Trend - doing well with high achievers. Attainment is greater than in 2017 (A8 and Basics measure). P8 is going up significantly, especially for PP students.

Strengths and focus areas highlighted in the report.

Tutor time intervention and after school revision sessions are taking place. Every subject area will deliver a lesson on how to revise for their subject, which feeds into tutor times weekly session on

revision. There is an exams revision session for parents and students on Thursday March 12<sup>th</sup>. PP parents are being called and asked to attend, as per parents' evenings.

Walking talking mocks are taking place - where students are given strategies to work through the paper. This helps with exam techniques, confidence and anxiety.

T4W approach to mock - builds exam muscles.

**SIP - Priority 3: Increase consistency of T&L and its impact on students' progress through a focus on extended writing**

T4W - continuing to build on this. SIA review - will take place around work sampling, learning walks, student voice - looking for SIA's external evaluation of where things are at and what needs to happen next.

Teachers' appraisal - work sample 2 is about to take place. Also T&L audit 2 - where teachers will be observed for the second time - both with a focus on T4W. These will provide evidence of how T4W is being used and an audit of strategies in place.

The T4W team will have a planning day with Julia Strong - working on tackling barriers to implementation and co-planning time. Looking at the possibility of setting up an exemplar writing group.

Twilight sessions have been planned to work on T4W methodology, namely shared writing, mime and text mapping.

Feedback indicates that T4W is generally going well. The summer term is a real opportunity to embed that more. Governors recognised the potential increase to the number of students attaining 5+, especially with walking talking mocks taking place.

### **31/18 Policies**

Examinations

Internal Appeals

Non-Examination Assessment

LS proposed acceptance of policies, KE seconded the proposal.

A question was raised about scribes and exam procedures. Explanation given.

There were no changes to the following policies -

Exam Contingency Plan

Maladministration & Malpractice Policy

Plagiarism Policy (needed for BTEC)

BTEC Registration & Certification Policy

### **32/18 AOB**

More able - a concern was raised by student leadership at S&C about provision for more able students.

There is a twilight session on stretch and challenge for more able. The emphasis has moved from 'gifted and talented' to a growth mind-set. Flightpaths ensure that tracking is set for students. RAT meetings look at sub groups. Tutor groups have been re-structured around year groups to allow more of an academic focus.

Governor challenge - a question was raised as to whether more able students are allowed to coast.

S&C to clarify further with student leadership for discussion at next CLES meeting. BRH recognised that perhaps there is not enough reporting on this.

**Action - More able students will be an agenda item for next CLES**

**BRH/LHA**

The meeting closed at 8.15 pm. Date of next CLES meeting Tuesday 8<sup>th</sup> May 2018.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_