

THE JOHN OF GAUNT SCHOOL
Minutes of the Curriculum, Learning and Educational Standards Committee Meeting
Tuesday 23rd January 2018

Time: 6 pm
Place: Wingfield Meeting Room
Present: Kevin Eames, Liz Summerson, Sarah Bergg, Helen Thorne, Andrew Hawkins, Sarb Gill, Eleanor Shergold (clerk)
Advisers: Ben Rhodes, Louise Hamilton, Eugene Spiers
Apologies: David Whewell, Andrea Perks, Amy Baldwin

| Agenda Item | Actions Agreed | Who |
|-------------|--|---------|
| 19/18 | Allocation of PP funding to be discussed in Resources | DW |
| 19/18 | Updated lesson plan format to be circulated | LHA |
| 21/18 | Updated version of Essentials of Teaching the JoG Way to be circulated | LHA |
| 21/18 | To check increase in P16 student entry numbers between TP1 and TP2 | LHA/BRH |
| 22/18 | BRH to follow up on conversation re policies and procedures with SLT BRH will discuss exam policies review dates with DCO | BRH |

16/18 Year 7 - Baseline Assessments and Initial Reflections

Tracking data circulated from 22nd January Raising Achievement team meeting. The data represents tracking point one following baseline assessments. The % of students on or above target would be expected to be high as targets are based on bespoke 'flight-paths'. ESP and EAD are discussing a line of enquiry re maths, which is currently tracking lower than English and Science. ESP outlined the possible reasons for this including the frequency of topic changes and the nature of baseline assessments. This will be explored further.

95% of students are on or above target in English, 91% in science, 76% in maths. Disadvantaged students - 100% English, 85% science, 86% maths.

Actions from the RAT meeting - to investigate whether baseline assessments are correct, to check what the tracking data is based on and what is happening with those who are below target - to explore with KS3 coordinators.

Governors asked if assessments are criteria based and moderated in departments - ESP explained that moderation is ongoing and takes place in faculty and JPD time. Governors asked about confidence in these judgements and how this compares to other schools and national. BRH - it is working, with tasks and assignments, every class teacher doing the same thing, assessments based on GCSE skills. National comparison not currently available.

ESP - judgements are sound with regular reflection. The next step is to check post holders in English, maths, and science are confident with flight-path, baseline and GEM week assessments.

Governors asked if flight-paths are adjusted for students tracking above target. BRH - end of Y7 sets the flight path for Y8.

Initial reflections on move back to year group model - brief staff survey carried out re change back to year-based tutor groups. Overwhelmingly positive response from survey is that this move is good for student welfare and student progress. Programmes of study are in place for tutors. ESP highlighted the impact of the year teams in place supporting progress and welfare. Governors asked about any disadvantages. ESP - House system not as high profile as previously. JMO is overseeing inter-House activities to maintain cross year interaction. Options are currently being explored to further improve on this.

Student behaviour - the majority of students have no, or very few, behaviour issues. A small proportion of students (6%) have continuing complex issues with behaviour. The Falcon centre is being utilised more efficiently with increased staff input.

ESP left the meeting.

17/18 - Apologies

Apologies were agreed and accepted.

1818 Declaration of Business Interests

Governors were reminded to declare business interests as necessary.

19/18 Minutes and Matters Arising

6/18 - Allocation of PP funding still to be discussed in Resources

13/18 - LHA will circulate updated lesson plan format

The minutes of 14th November were agreed and signed as an accurate record of the meeting.

20 /18 English and Maths Faculty Reviews

ABA and APE sent their apologies. Documents re faculty reviews were circulated in advance of the meeting.

Maths - Faculty action points were established from exam results meeting. Learning cycles are in place, with a strong focus on response to marking.

Summary of key strengths and identified next steps outlined in review summary.

Governors were impressed with the practical detail of the review documents and the external input in maths from an experienced Head of Maths, Chief Examiner and publisher of A-Level resources.

Governors asked about text books for students who are unable to afford them. BRH confirmed that the school makes provision for this.

Consideration re changes in exam boards - governors asked about the advantages and disadvantages. BRH outlined the reasons for and against.

Governors asked about the use of T4W in maths. Examples given of how this is working. T4W going is going well with work sampling evidencing what students can achieve. SIA will conduct a review of T4W next term.

English - review outlines successes, areas for development and actions for each key stage.

KS3 - staff are confident that they are clearly organised and resourced, allowing more time for creativity and differentiation. KS4 - with the new curriculum this is not as streamlined in comparison. CPA plans to review this with the team, although not easy to be as prescriptive as with KS3.

SB arrived at the meeting.

Governors asked about differentiation at KS3, to provide greater challenge for MA - LHA explained how this is happening.

Governors asked how grammar is integrated into teaching, if this is continuing as a focus. LHA - through differentiation and in literacy.

21/18 Deputy Headteachers' Report

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

SIP Priority 5: Raise achievement at Post-16 to progress levels above national average

Report circulated in advance of the meeting.

Essentials of Teaching the JoG Way

Introduced to staff at whole staff meeting. Consultation - feedback from staff group discussion was positive. This guide to non-negotiables came out of the recent T&L audit. Similar patterns observed, essentials put in writing to clarify expectations, leading to greater consistency across lessons.

Feedback led to a few tweaks around language used (re-draft circulated to staff). Some requested input, leading to twilight CPD sessions being planned - including how to stretch the more able, objective setting, differentiation for SEN.

Governor challenge - the focus on disadvantaged learners needs to be further emphasised in the document. Document reviewed accordingly. Governors were impressed with the quality, incredibly useful for new staff.

Action - updated version to be circulated to governors along with updated lesson plan format

LHA

BRH - to keep profile raised by regularly referring to the JoG way, by constantly referring back to this document.

Y11 - TP2 Data

KS4 Y11 - data compared to FFT20 schools, the top twenty nationally and is therefore aspirational.

Maths - the faculty is taking time to decide re foundation/higher paper. This is reflected in the data as they have not awarded strong grades so far in response to last year's results.

There are still gaps, although the recent PP review reflects that the school has the right processes in place.

Boys' attendance is positive in comparison to last year's national levels. Girls' attendance has dropped from levels at this point last year. This reflects the make-up of the cohort and complex needs. This is affecting girls' progress. The gaps are smaller between PP and non-PP boys compared to the girls

Overall progress of low attaining students on entry is in line with the national average. Progress of high attaining students on entry is positive overall.

There is a concern with the performance of open-bucket subjects with a particular context around the subjects of DT and Food. Supportive actions are in place for staff and students. Benefits are being seen. MLs of other subjects are being consulted.

Disadvantaged students - attendance is 92.52 %, up on last year at this point.

BRH - confident things are going the right way. Learning cycles and GEM weeks will help drive this.

LHA - higher attaining on entry - stretch and challenge need to be looked at across the board.

Careers provision and the need to encourage students to be aspirational discussed.

P16 Data

Circulated in advance of the meeting. An overview including subject performance for governor information.

P16 partnership discussed. Learning walks continue to take place. Governor QA will be followed up.

Action - to check student entry numbers TP1 to TP2

LHA/BRH

Mocks and TP3 data will follow soon.

22/18 Policies

Policy review cycle discussed.

Action - BRH to follow up on conversation re policies and procedures with SLT and discuss exam policies with DCO

Curriculum policy - approved - proposed by SB, seconded by AH.

23/18 AOB

A question was raised re disadvantaged students and the information from faculty reviews - the expectation that students use smart phones for revision. Concern expressed re access. BRH clarified that there is always internet access after school with the opportunity to use revision apps. LHA - this is an additional resource available, while the majority of students continue to use revision cards and traditional methods.

The meeting closed at 8.05 pm. Date of next CLES meeting Tuesday 6th March 2018.

Signed: _____ **Date:** _____