

St Thomas' C.E. Primary School

Curriculum Committee Meeting

3 June 2015

4.00pm

Present:

Mrs Carolyn Lord
 Mrs I Umer (Chair)
 Mrs Simpson
 Mr L Noon
 Mrs A Robinson
 Mr Cannon
 Miss Arshad

In attendance:

Mrs Rostron (Minutes)

Minute No.	Text/Issue	Action
1	<u>Apologies For Absence</u> <ul style="list-style-type: none"> Ms Gangreker 	
2	<u>Declaration Of Pecuniary Interest</u> <ul style="list-style-type: none"> None declared. 	
3	<u>Minutes of last meeting and matters arising</u> <ul style="list-style-type: none"> Agreed and nothing to discuss. 	
4	<u>Report on midterm meeting</u> <ul style="list-style-type: none"> LB had given details of where the school was up to. CL had met with every teacher and relevant interventions have now been put in place. There was a discrepancy between parallel Yr4 class. The result was that LN was working intensively with the class; this could have been caused due to previous year's disruption. 	
5	<u>SATs - Reflections</u> <ul style="list-style-type: none"> YA did a presentation of an overview of SATs The tasks had been changed so that the children can decide how long they spend reading and answering questions and have a total of 1 hour. <ul style="list-style-type: none"> Reading SATs – Teachers cannot give assistance – this tested the children's reading and understanding – Teachers had prepared the children well as the way they needed to read the questions had become the norm for them. Maths SATs – Was very worded and the children had to find the mathematical information before they could answer the questions, did have enough time to go over the questions. Mental maths had lots of fractions. Grammar, Punctuation & Spelling SATs – Teachers could read out the questions to the children. Terminology used had been taught to the children. This terminology is now being used throughout school so that the children are used to it. 	

	<ul style="list-style-type: none"> - <u>Level 6</u> - These tests were held in the afternoons - Maths – was a 30 minute booklet – out children are not always used to using the calculator, need the children to spend more time using calculator in the future. - Reading – The paper was very hard and different to previous papers. The questions were very worded. - GPS – Very intense and difficult questions and had to give own opinion and justify their answers and give valid points. • Easter Club had helped to prepare the children for SATs and also the children completing Level 6. • One of the Level 6 Maths questions was given to the Governors to show how hard some of the questions were. • Papers were given out to Governors to look through the questions. • Skills had been taught to prepare the children for these questions. • CL stated that Staff had worked hard in preparing the children and then keeping them calm and helping them through the week. Revision Clubs had provided children with the opportunity to ask for help with areas that they did not understand, the teachers worked well with the children on this. • YA said that all the children had worked really hard and pushed themselves and had given 110%. • Breakfast Club had worked well. • The new curriculum will include level 6 type of questions in future. • Results are due on 23 June 2015, letters are sent to the children and will then be available on the school website. • The completed papers will be returned and staff will be analysed and if appropriate will be sent for re-marking. • Future SATs will focus more on writing. Maths will be the biggest change due to the new curriculum so will require extra work towards these changes. Staff are attending external training in preparation. There will be an evaluation session towards the end of the year to find where staff will need extra support. LM class focusing on maths. Focus for SDP will be towards writing 	
6	<p><u>Monitoring – Reflections and lesson observations</u></p> <ul style="list-style-type: none"> • CL and all subject leaders has completed round 2 of the monitoring. • Monitoring has been over 3 nights, this was originally done after Christmas and then has been repeated before half term and there have been positive outcomes from the planning. • Curriculum Co-ordinator’s have addressed any issues that have been raised. • Timetable for them have been over a 3 week period, everyone has completed peer to peer and self evaluations – feedback was given quickly via iPad. • An example of the feedback was shown to the Governors which showed start and end results – positives had been added along with suggestions for improvements. • Co-ordinators met with some of the children to gain their feedback to general questions, the older children wanted time to read feedback and reflect on their last piece of work. • All results were discussed with staff. • CL spoke to all the Teachers regarding planning. • The results of the monitoring are :- <ul style="list-style-type: none"> - to keep over a three week block as this worked well and gave enough time to arrange. Also gave time to work on improvements for planning and marking. - feedback can be used to continue and progress. - photographs can be taken instantly on iPads and sent to Teachers. - a book was put together and emailed to all Teachers so that they can share good practice, see other Teachers ideas and use these and as this has now been used several times it has been found to provide a good sharing platform. • Lesson observations are completed traditionally – feedback if given to everyone. • 75% of Teachers are working at outstanding. 80-85% are good towards outstanding. • There are a small minority of things that go wrong (nerves/over planning/afraid 	

	<p>to deviate), some staff then ask to be observed again.</p> <ul style="list-style-type: none"> • Informal observations are sometimes requested after feedback and improvements made – this is only at Teachers requests. 	
7	<p><u>PROJECTIONS FOR THE NEXT YEAR</u></p> <ul style="list-style-type: none"> • To continuing with the monitoring and keep in place the initiatives created as these are working well. 	
10	<p><u>A.O.B.</u> <u>Ramadhan</u></p> <ul style="list-style-type: none"> • School will allow. • So far only 2 parents have been in to school and DS has spoken with them asking to rethink and to come back to discuss further – DS had explained the implications for children due to their activities within school. • Only 2 younger children had fasted on Tuesday 2 June 2015. • There was an incident on 2 June 2015 which the teacher's had dealt with – child involved had not taken the letter home and heard from another child and therefore had not understood the meaning of the letter correctly. 	