

Bamford Primary School GOVERNING BODY

Committee: Curriculum, Teaching & Learning

Date: 19/3/24

Chaired By: Christina Webster

Clerked By: Jen Chapman

Present:		Absent:
Christina Webster (joining remotely)	Kate Gemmell	Ben Carter
Elizabeth Coe	Cynthia Nettel	Carolyn Downes (arrived late)
Ben Carter	Carolyn Downes	
Jen Chapman	Rob Friend	
Holly Moore		
Anna Crease		

	Agenda Items:
1	Apologies for absence none
2	Declaration of business interests none
3	Minutes of previous meeting & matters arising Dates for future meetings – Thursday 6 th June, Thursday 4 th July 4.30pm @ Grindleford
4a	<p>Curriculum focus – Maths—RF will cover - overview of the subject, 3 'i's document ('Intent, Implementation, Impact' statement, how it is taught in each year group, examples of work, scheme of work used.</p> <p>CW outlined the purpose of this meeting was to demonstrate to Governors how to scrutinise subjects across the two schools.</p> <p>KG explained that the staff from both schools got together earlier this term to confirm what each school's approach to the subject delivery.</p> <p>RF presented an overview of the subject's aims and the context for it. The 3 'i's document (Intent, Implementation, Impact document) came from the new Ofsted framework and outlines what is important for school to consider when delivering the subject.</p> <p>RF outlined the resources both schools use to deliver the curriculum – White Rose Maths and gave examples of the worksheets used by the pupils.</p> <p>Ofsted expect the pupils to complete all questions on every sheet. But in reality, this doesn't always happen. The sheets are designed to get progressively more challenging and moves the pupils on to 'greater depth' questions</p> <p>CN asked 'How does differentiation happen'? RF explained that other resources are used to support learning at adapted levels to ensure all pupils are moving forward within each lesson. RF explained how 'live marking' is used to monitor progress within the lesson rather than waiting until the end of the lesson to assess the pupils' learning in the lesson.</p> <p>WRM covers all the essential topics in KS1 and KS2. Used in 80% of UK primary schools. Used in 140 countries. The electronic worksheets are useful for pupils with additional needs and pupils who have English as an additional language as they can be dropped into software that will translate them or 'read them aloud'.</p>

	<p>Both schools are continuing to develop their 'joint approach' to delivery of the subject. Foundation stage is delivered in a very practical way with lots of opportunity to over-learn. KS1 is still very practical with lots of concrete resources used throughout the year groups. Assessment colours – Red= below current year group when accessing the learning, Amber= not where they should be but might catch up with extra intervention/time, green = expected level of achievement. Purple = exceeding</p> <p>EC asked, if the level of need at G was related to covid and missing learning? HM stated that the current Y5 were in Y2 during covid so missed lots of the foundational knowledge.</p> <p>KG asked do staff find the workload manageable? JC stated yes because the workbooks and slides make delivery and preparation quick and easy. AC stated that WRM ensures scaffolding and consistent delivery of key skills. HM stated it helps her to stay on certain topics (such as place value) for a more substantial amount of time rather than moving through it too quickly. CW clarified that WRM is a good basis and that staff adapt and amend where needed.</p> <p>CW asked the governors if that was useful tonight? CN and EC agreed. KG asked if the level of detail was ok? EC stated it was about right.</p>
5	<p>Set priorities for next year</p> <p>Subject focus?</p> <p>Point for discussion – some governors have responsibility for curriculum subjects but they are not members of the CT&L committee. Do we want to make it clear that they will be invited to the CT&L when it is for their subject?</p> <p>Summer 1 – Science and Computing (Thurs 6th June) Governors responsible are Ed Allaway for Science, and Carolyn Downes for computing.</p> <p>Summer 2 – Data, Pupil and Parent voices, to set visits for the following year (Thur 4th July)</p> <p>Set the SIP for the next 3 years based on</p> <p>Autumn 1 – SIP, set Governor visits</p>
6	<p>Set Governor visits for upcoming year</p> <p>CD willing to visit school to review computing in May. KG to liaise with CD to organise a visit to Bamford to meet with RF and KG.</p> <p>ACTION – JC to liaise with EA to arrange a visit with HM at Grindleford to look at science.</p>
7	<p>Approve Policies</p> <p>Maths</p>
8	<p>AOB</p> <p>KG requested a meeting focus on SEND rather than a specific subject focus. CW agreed this was needed.</p>

SUMMARY OF RECOMMENDATIONS OR DECISIONS
(FURTHER DETAILS/RELEVANT PAPERS ATTACHED)* (* Delete as appropriate)

Summary of Key Points to be noted by the Governing Body:

Good understanding of the subject of maths across both schools.

Decisions/Recommendations to be considered by the Governing Body:

SEND is increasing and as Governors we need to be more aware of their needs and the impact in the schools and how they are catered for within subject policies.

Agreed Date of Next Meeting: 6th June (Science and Computing, 4th July Data, pupil/parent voice)

These minutes are agreed by those present as being a true record.

Signed: (Chair of Committee) **Date:**

Signed: (Chair of Governors) **Date:**