

THE GOVERNING BODY OF HOWARD PARK COMMUNITY SCHOOL

Standards and Effectiveness Committee

Minutes of the meeting of the Standards and Effectiveness Committee held **remotely** at 5:00 pm on Monday, 18 January 2021.

PRESENT

Mrs V Edmonson, Mrs J Galloway, Ms J Hays, Mr J Pickles (Head Teacher), Mrs M Peace

In Attendance

Anna Walker (Minute Clerk)
Carol Lavender (PHSE Coordinator)
Samantha Mollett (Deputy Head Teacher)

15. ELECTION OF CHAIR

RESOLVED: That election of the Committee Chair be deferred to the next meeting.

ACTION: Election of Committee Chair to be included on the next meeting agenda.

16. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST

There were no apologies for absence or declarations of interest.

17. NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS

There were no items notified to be brought up under any other business.

18. MINUTES OF THE MEETING HELD ON 13 OCTOBER 2020

RESOLVED: That the Minutes of the meeting held on 13 October 2020 be approved by the Chair as a correct record and signed at a future meeting.

19. MATTERS ARISING

There were no matters arising.

20. CURRICULUM DEVELOPMENT

(a) RSHE/PHSE

Mr Pickles noted that relationships, sex and health education (RSHE)/personal, social, health and economic education (PSHE) were discussed at the full Governors meeting and it had been agreed that the PSHE Coordinator, Mrs Lavender, would be invited to provide an overview of the new curriculum. The RSE Governor was already aware of developments around the curriculum. It was suggested Governors should read the DfE guidance for parents, which provided a clear overview of the requirements. There was also a detailed presentation from the Local Authority if Governors required any additional information.

Mrs Lavender provided an overview of the RSHE curriculum and highlighted the following:

- Prior to the introduction of the new RSHE statutory requirements, most Schools were already doing PSHE. Howard Park would continue to offer a PSHE curriculum that was broader than the statutory requirements and would continue to call it PSHE, retaining economic education as part of this. Personal development would be the umbrella term.
- Sex education was not compulsory in primary schools but the guidance asked that Schools include this (and to justify any exclusion from the curriculum). Therefore there was no statutory content for sex education. Parents would have a right to withdraw their children from sex education lessons. Parents would not be able to withdraw their children from reproduction lessons that are taught as part of the science curriculum.
- In developing the curriculum there had been some work to look at the specific needs of the School. There was a particular need for healthy eating and dental care. The School was following the PSHE Association's programme and this included some non-statutory areas. Other resources supporting the curriculum included 'Go Givers'/'Young Citizens'.
- The new curriculum requires consultation and the School had started this process. This had progressed through the 'inform' stage and was heading to towards 'consulting'. There was a parent group established and it was still hoped that consultation could be undertaken with them and also through questionnaires. The consultation process needed to be undertaken to ensure everyone understood what was involved in the curriculum and to dispel any myths. The consultation would not be anonymous to ensure that only responses from parents/carers were received. The School would consider the consultation feedback when writing the policy but there was no requirement to incorporate any feedback into the policy.
- Schools were originally required to produce an RSHE policy from September 2020, but this was postponed due to the pandemic, with a revised deadline of April 2021, and a requirement for Schools to cover all curriculum content by the end of academic year. The guidance stated that some elements of the curriculum should only be covered when the policy was in place. The School would therefore cover these elements in the summer term. The on-going lockdown had provided challenges in covering the curriculum because some of the content was not suitable for home learning. As yet, there had been no indication that there would be an extension to the April 2021 policy deadline. The School was likely to adopt an interim policy until the full consultation was completed. There would be support from Kirklees in writing an interim policy, which was anticipated to be in place for 18 months. The School would call this a PSHE Policy and it would include all statutory content. There was a Kirklees model policy available which would require significant adaptation to meet the needs of Schools.

Governors thanked Mrs Lavender for the presentation and Mr Pickles commented on the significant work that she had done in developing the curriculum, including weekly meetings with the Local Authority and additional CPD (continuing professional development).

Q: What is covered in economic education?

A: This follows the PSHE Association module 'living in the wider world' and this content was covered last term.

Q: Has the School looked at any of the 'My Money Week' content?

A: Yes, this has been covered in the past. Years 5 and 6 convert their house points to money and are able to use a School shop to buy a range of things. This introduces pupils to managing money. There is a tracker in their points book which shows their 'account balance' so that pupils can see and manage their savings.

Q: What examples are there of the PSHE work in other classes?

A: This has been collated in work packs. Oak Academy content has been used as this links well with the PSHE Association programme. It is difficult to cover what needs to be covered as PSHE lessons cannot be run through MS Teams due to potential safeguarding issues. The School is therefore restricted to some extent.

Q: What part of sex education is not taught through science? There does not seem to be a definition of the elements that parents can withdraw their children from.

A: The DfE has not provided this definition. Children cannot be withdrawn from reproduction lessons in science. If a lesson is called sex education then parents have the right to withdraw their children from this. Teaching sex education within PSHE and referring to emotions and feelings would be classed as sex education.

Mrs Lavender left the meeting at this point (5:38 pm)

(b) Reading

Mrs Mollett provided an overview of the reading curriculum and highlighted the following:

- The focus had been on those areas requiring a consistent approach. A refined assessment tool (PM Benchmarking Reading Assessment) had been introduced, which allowed the School to understand which areas required focus. PM Benchmarking was a comprehensive reading assessment resource which ensured a consistent approach to assessment. It used text that pupils had not seen before, including nonfiction. The reading assessments highlighted areas of concern, for example, fluency, phonics, high frequency and comprehension (including specific areas of comprehension). PM Benchmarking had been in place for six months and was having a positive impact in pinpointing areas of focus, which then fed into interventions/quality first teaching.
- There was a focus on 1:1 reading across School and on encouraging parents to support their child to move forward and bridge gaps. There was a consistent approach to reading, with all pupils having reading books and changing these on a regular basis. Where pupils were not reading at home, the School would follow up to see why not and to address any barriers. Parents sometimes had a fear of reading and the School would look to run future workshops to support parents. In every year group, staff listened to pupils read two or three times a week, or more often where there was greater need.
- In addition to 1:1 reading, there were also reading interventions undertaken and these were separate to 1:1 reading.

- The approach to reading was designed to develop a love of reading. The barriers to this were often linked to children struggling with reading or experiencing a lack of enjoyment. The School was looking to build a library to help develop a love of reading and a funding bid had been submitted to the National Lottery for this. The library would benefit staff, parents and pupils, and help to build excitement around reading.

Q: Where will the library be located in the School?

A: The environment of the library is important and a lot of time has been spent looking for the best location. This needs to be large enough for a full class to read in there and absorb themselves in a book. It also has to be accessible for all. One of the key things highlighted in the funding bid is the impact this will have on the community. Parents will also be able to access a range of grown up books in the library. The location will be one of the rooms on the key stage 2 corridor, which is located in the middle of the School.

Q: The School is currently in the third pandemic lockdown, will there be any opportunities to work with parents remotely on reading?

A: Remote phonics and reading workshops were organised at the beginning of the year. At this point, MS Teams was not as well established and uptake was low, but workshops will be offered again. When the restrictions allow, the School will also invite parents in to join discussion groups and share ideas.

Q: How does the School share reading books with pupils during the lockdown?

A: All reading books returned to School are quarantined for two days before going back out. Those pupils learning at home have a list of online reading resources they can access, including the Oxford Reading Tree, which has online books. There will be a system in place for parents to pick up and drop off reading books via the School entrance. Work is being done to ensure those pupils at home are being supported as much as those in School.

- A staff Governor commented on the effectiveness of PM Benchmarking and that this had been welcomed by staff. She referred to the practical resources the approach provided, including questions that adults could work through with pupils during 1:1 reading. Mr Pickles agreed and said the new approach represented a refocus on reading and an improved understanding of reading within the School. He thanked Mrs Mollett for the work she had done to embed the new approach and that this had provided a clear system for the School.

21. PUPIL PROGRESS DATA

Mr Pickles noted that there was internal data which could be shared with Governors. He referred to there being no formal testing this year. He said pupil progress would continue to be affected by the lockdown and the extent would be dependent on how long it continued.

22. ANY OTHER BUSINESS

Home Learning

Mr Pickles provided an update on home learning. He said the School was mindful that there needed to be parity in the learning of those in School and at home. He referred to the learning resources being used, including the Oak Academy and White Rose Maths. Pupils at home were joining lessons by MS Teams to provide the same experience for all pupils. The mornings consisted of lessons and pupils working on a task. Work was set for the afternoons and pupils would work in small groups with the teacher to go through what had been done in morning and address any issues.

Every week, resources were shared with pupils and packs of photocopying provided for parents to collect. The approach was embedded and staff were comfortable with this. 75 per cent of pupils were engaging in Teams lessons. Where children were not joining lessons, parents were contacted. For some families, there were challenges in joining lessons, including parents working during the day and households having shared devices. The School had distributed a further 25 laptops and there were a further 10 spares.

A questionnaire would be sent to parents so that the School could understand how home learning was going. So far, feedback received from parents had been positive. Pupils were involved in online lessons longer than the School had originally envisaged and therefore, for parents, there was a significant amount of time where their children were engaged.

Q: Do families require a valid reason not to access online home learning?

A: All pupils not in School are marked as present, whether they engage with home learning or not. All teaching videos are shared with pupils and parents so that they can be accessed later. This can be helpful where children have been unable to engage due to parents working arrangements.

Q: Is there a way to track what home learning pupils are accessing and the work they are doing (or not doing)?

A: That is the idea behind the afternoon sessions which allow teachers to see what pupils have been doing. It helps pupils understand the reason for what they have covered and also for teachers to see how well pupils have understood the work. Pupils attending in School have been asked to attend on a full time basis as this provides continuity of teaching.

23. DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS

RESOLVED: That the next meeting of the Standards and Effectiveness Committee be held Monday, 19 April 2021.

Agenda Items

Election of Chair – First item.

24. AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY

RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.

The meeting closed at 6:07 pm.