

OLDCASTLE PRIMARY SCHOOL

INSPIRE - MOTIVATE - EDUCATE

Goreu Cam, Cam Cyntaf - The most important step is the first step



Minutes Curriculum 8.5.24

Present – Heather Holder, Lowri George, Nia Vaughan, Janine Burr, Angela Minton, Barrie Lewis, Page Baldwin, Ceri Littlewood, Sara Peters.

Apologies – Lynn Walters, Jack Shaw, Damian Faulkner, Amanda Moore, Ian Williams, Nerys Sales.

2. Items carried forward from minutes - Date to be agreed for a second well-being visit looking at groups.

For Information	To be Actioned/Response
Items carried forward from minutes - Date to be agreed for a second well-being visit looking at groups.	Clerk to email NS Health and well being lead to arrange a date. If not booked, refer back to HH to address.

3. Curriculum plans for 24/25

For Information	To be Actioned
The Headteacher provided an update on the journey so far, and what the school has been working on over the last two terms. This school year a decision was made to make no changes but to allow staff time to embed, review and evaluate. The current curriculum has been evaluated working with the cluster and CSC looking at mapping and progression across all areas of learning, this has proved invaluable and has led us to review our curriculum. The review showed that there were some gaps and the school worked in small teams to assess the changes required. A presentation was provided on the changes being made and the reasons behind the changes, the presentation is available to view in the school drive. A decision was made to merge the current process of concepts and pillars to streamline the curriculum, whilst still focusing on a concept-led curriculum. The streamlined concepts will be; - Sustainability and Environmental Awareness - Cultural Diversity and Inclusion - Global Citizenship and Social Responsibility - Creativity and Innovation - Entrepreneurship and Employment Skills	Noted

The school will now plan its units of work in progression steps;

Progression Step 1 - Nursery and Reception

Progression Step 2 - Years 1,2 and 3

Progression Step 3 - Years 4,5 and 6

Each progression step will have a unit of work, and an example was provided. This should ensure progression is better and teams work together to ensure the best outcomes in progression steps.

Questions raised by Governors

- How would this work if for example a year 5 child was working at progression step 1?
It would be the same as now, the unit of work would be the same as the the rest of year 5 but the work would be pitched at progression step 1 level, the teacher would differentiate in class the same as they do now and assess progress for that individual child.
- What does this curriculum look like contextually, In reality for a teacher as some of this is very broad?
The headteacher provided a deeper level plan for a particular progression step, providing an in depth plan to explain context, how the teacher would plan, the tools they would use, the skills expected and the outcomes they would be looking for.
- Who created this particular plan?
This was created by the curriculum team which includes SLT's and the TLR team.
- What impact does this have on teacher workload?
The deeper level plan will provide much of the information that the teacher needs to plan, and there should be no increase in workload.
- Does this new plan include cluster opinion?
Yes, the skills section is taken from the cluster document, progression was always our biggest concern and how that would look, but working with the cluster and CSC has proved invaluable to us in understanding this and putting a system in place to map progression accurately. All cluster schools will continue to have their own curriculum but will follow the same progression steps.

3. WAG Testing

For Information	To be Actioned/Response
The school still uses tests to collect data and assess progress, it has been useful whilst we have been embedding this year, so that we can evaluate what is working and what needs to be adapted. Testing is currently underway for the summer term and this data will sit within the schools assessment tracker so that all the progress data sits in the same place.	• Noted

2. Progression and Assessment

For Information	To be Actioned
An updated assessment tracker was presented which includes more information about the child and shows progression at each stage. An anonymised version was explained showing that children are grouped according to class and that this will follow the child right through their time at Oldcastle, it is split into terms and by school year. The tracker shows both test data and day to day teacher assessment. It records spelling and reading against chronological age and progression over the terms. The teacher day to day assessment looks at attainment and progression against levels of progress within pre set criteria. An example was provided showing good, appropriate and below criteria. Questions raised by Governors - How often are staff required to fill in the form? As and when they feel appropriate, this form is easily accessible to them at any time, it should be completed at least termly but many staff work with the form weekly or sometimes daily and track progress on an ongoing basis. The form is a much easier system than the old system which sat within SIMS which wasn't an easy system. - What happens as the child progresses through school? The tracker follows them and remains a live document through their whole school life. Any future class teacher will be able to access previous years data easily, and SLT will easily be able to share information and history. - Last year you moved a teacher up with their existing class, how did that work out in relation to progress and welfare? It worked really well, so much so that we are doing it with more teachers this year, children settled into their new year group much more quickly and we did see a difference. - When will governors see a finished tracker with this year's data? SLT are reviewing data now, but we won't have a full tracker until nearer the end of term when test data is in and teacher day to day assessment is complete. However we do expect to be able to show you the final data broken up by class and year group at the end of the school year. - Do teachers actually have time to teach and do all of this? One of the teachers present answered that yes, it is a much more useful system, as she uses it on a day to day basis, the document is open all the time and she updates it all the time, it helps to focus teaching and learning and allows her to adapt as needed.	Noted

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3. Draft SIP 24/25

For Information	To be Actioned
The SIP is currently in draft form for the coming year, and will be made available to Governors when it is complete, the key focuses planned for the coming year are • Governance, raising the profile of governance and increasing partnership working. • Reading, continuing to develop reading across the school. • Foundation Phase and Nursery development in line with the new curriculum. • Provide Personal Development for all staff on a one to one basis. • Evaluate current partnership work	• Noted

4. AOB

For Information	To be Actioned/Response
A governor raised the issue that the college nursery has announced closure at the end of August and how this may cause issues if schools can not take nursery children immediately in September due to staggered starts. Discussion was held around the reason for closure and how this may affect the school long term. The school only had a small number of pupils who transitioned from this nursery last year, but it was acknowledged that the lack of nursery places and play scheme places could cause our community some issues. A governor commented that the launch of the community room last week was lovely and seemed well supported. They thoroughly enjoyed chatting to the parents who attended and hoped the room would be used a lot in the future. Governors asked how often it would be open and the Headteacher responded that it was hoped it would be open most of the time, but it may start with a few preplanned coffee mornings to get the community open to using it as a public space. The school confirmed that the recent recruitment process for two maternity posts was successful and two teachers were appointed. Miss Lauren Tompkinson and Mr Matthew Prior.	• Noted • Noted • Noted

All documents relating to the meeting were available to view and comment on in the Governor Drive prior to the meeting.

This is a true and accurate record of the meeting.


Chair of the Curriculum Committee – Heather Holder


Date