

**STANDARDS & CURRICULUM COMMITTEE MEETING**

Wednesday 6 <sup>th</sup> December 2017		09.00	Dartington C E Primary School		DRAFT MINUTES			
<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	<i>Attendees</i>	<i>Initials</i>	<i>Category of governor Any office held</i>	<i>Time they joined/left if not present for full meeting</i>	
Tony Gregg	TG	Foundation (Chair)		Jill Mahon	JM	Headteacher		
Amelia Poore	AP	Co-opted		Ashley Ford	AF	Parent		
Joanne Tisdall	JT	Co-opted		Abigail Read	AR	Parent		
Amina Abdellaoui	AA	Staff						

Apologies	Initials	Reason (Category of Governor)
Martyn Johnson	MJ	Foundation
Lucy Woollett	LW	Parent

Absent without Apology	Initials
Michael Potter	MP

In Attendance	Initials	(anyone who is not a governor/associate)
Yvette Elliott	YE	Clerk

Minutes to
All Governors
School Web Site

**Documents shared or referred to:**

- Dartington Disadvantage class sheets
- START reading / maths example spreadsheet
- Attendance codes monthly review
- Anti-bullying Policy
- Religious Education Policy

Agenda Number	Details of discussion	Decision or action
1 & 2.	<b>Apologies.</b>	Accepted
3.	<b>Declaration of Pecuniary or Business Interests.</b>	No new interests declared.
4.	<b>Minutes of the last meeting, held on 24<sup>th</sup> November 2017.</b> Reviewed and approved.	Approved and signed by the Chair.
5.	<p><b>SIP and Assessment</b></p> <p>JM reported that all schools have had to create new assessment systems to capture progress and measure attainment when the new curriculum was introduced. Vulnerable groups that are externally identified and Dartington Disadvantage children demonstrate gaps in learning and these have not always been picked up quickly enough. There are good vehicles for learning in place and with a new Leadership team in place and non-pupil days dedicated to scrutiny the curriculum has been redesigned at the school to work more efficiently. TG asked why there was a difference in predicted and actual outcomes? JM explained that a child can be seen as on-track if they continue all year at the same level, but issues faced during the year can affect a child's ability to remain on-track and the impact of this was not always identified. The school had an aim to get 100% of cusp children on-track, but the reality was approximately 50%. Leadership is secure, support is in place and moderation training is being undertaken by staff this year. AF asked if all staff are getting clear training on what being on-track looks like? The expectations on pupils are huge and the school has spent significantly on external consultants in the past. Teacher subject knowledge and assessment and understanding of cohorts and individual pupils is critical.</p> <p>JM explained a 3-layer system is now in place:</p> <ol style="list-style-type: none"> <li>1) Class front sheets for individual pupils</li> <li>2) Data and Assessment sheets</li> <li>3) Tracking summative outcomes</li> </ol> <p>JM shared a new Dartington Disadvantage sheet that all teachers are completing for their individual classes. This shows a range of indicators, relevant to all schools, but also in-line with Dartington Disadvantage, that may affect outcomes and ability to learn and the school assesses these impacts over time. If 4-5 ACE (Adverse Childhood Experiences) are recorded, this demonstrates a highly significant impact.</p> <p>JT highlighted that where children have multiple transitions there are often other impacts and this sheet clearly demonstrates multiple indicators and where children are on-</p>	

track or not. JM stated that the current Year 6 cohort are already showing a link between these indicators and whether pupils are on-track or not. AF asked if supply teachers would have access to this data? JM confirmed that they would not, but strategies are in place for appropriate pupil support. Managing the impact of these factors is a major focus of the school and the resources available need to be used smartly. TG asked how other schools are affording extra resources? JM reminded Governors that Dartington is managing to clear a deficit at the same time as managing an austerity budget. AR asked how the final on-track columns get filled out? JM confirmed that this would be based on teacher and test assessment and may end up being a mark out of 10 for likelihood. An Early Years model is also in place for good predictions for learning.

Standardised testing is now in place to enable better prediction across the school, get children used to tests and improve assessment. Star Maths provides half-termly tests online and automatically generates a profile for easy review as it identifies areas of weakness and enables staff to focus on these if patterns are spotted. Elicitation tasks demonstrate specific areas to see if children are on-track, but this cannot assess the whole maths curriculum. Benchmarking is also used by staff and there is teacher assessment from books to back up testing results. There is evidence of accelerated progress, even if final outcomes have still been low and further work is ongoing to look at all indicators, including teaching in all year groups.

Every 3 weeks, the staff meeting focuses on maths planning (following maths monitoring in the morning) and there is a half-termly 'assessment fest' to enter data and converse together to allow sharp responses - outcomes and resources discussions at staff meetings have improved the monitoring of maths across the school.

JM reported that children are finding the testing to be a positive experience and enjoy seeing their progress. Test examples are used in teaching, but there is a focus on reasoning to ensure good maths teaching continues. Support is developed for individual children as a result of the outcomes. AF asked if staff have clear targets for individuals? JM confirmed that this is the case and also that teachers ensure tests are undertaken by all children, including any that were absent - even if this happens much later. My Plans must evidence progress, particularly if it is unlikely that a child will be on-track. Targets are typically set after an elicitation task for sequences. Individual targets are recorded in children's books and gateways are always shared with parents. AR asked how

	<p><i>progress is measured if not through a test situation?</i> JM confirmed that this would be through a range of indicators such as in books, through teacher assessment and in conversations with children to determine their understanding. JT raised the inherent difficulty of mixed ability and age classes that add to the pressure and difficulty for teachers. JM explained that this is not an uncommon way to teach and the school has to determine where resources are targeted - we are able to demonstrate progress across the school.</p> <p><i>JT asked how quickly new children's starting points can be assessed?</i> JM confirmed that as soon as they arrive STAR testing can be used and this can be much more holistic. Summative outcomes are tracked over time to build a fuller picture. The huge resource issue is a challenge to the school, but there is good teaching, good management and 1:1 TAs where needed. Assessment underpins our school improvement.</p> <p>Teacher performance management will also use this data so teachers are held to account.</p> <p>JT highlighted that papers indicate that maths outcomes are impacted the most by transience and other external factors as this is often less well supported at home and teaching mainly occurs in school. <i>AR asked what support there is for parents?</i> Sessions are offered for parents but are not always well attended, mathematics is available at home and parent's evenings provide an opportunity to discuss individual pupil learning. It was noted that maths games, including mathematics, can help to support children working at greater depth.</p>	
6.	<p><b>Standards - strategic questions</b></p> <p><i>TG asked how predictions are different this year?</i></p> <p>JM confirmed that a range of data is being gathered and staff are looking at current predictions but will be re-evaluating these throughout the year and recognise that new pupils are still joining the school. The process for assessing and predicting feels significantly different this year.</p>	
7.	<p><b>Christian Distinctiveness</b></p> <p>TG reported that the new Ethos Committee setup is ongoing.</p>	TG Ethos Ctte setup
8.	<p><b>Safeguarding &amp; Attendance</b></p> <p>1 <u>Safeguarding</u>: AR reported that she is checking personnel files with the Admin team to ensure compliance.</p> <p>2 <u>Attendance</u>: Overview of attendance code analysis was shared. 248 late arrivals were noted for November.</p>	
10.	<p><b>Policies</b></p> <p>1. <u>Anti-bullying</u>: Ratified.</p> <p>2. <u>Religious Education</u>: Ratified.</p>	YE to update & file
11.	<p><b>Evaluate impact on School Improvement</b></p>	

DARTINGTON C E PRIMARY SCHOOL AND NURSERY

	The data sheets have been very illuminating and JM was thanked.	
12.	It was agreed that the next meeting on Monday 22 <sup>nd</sup> January 2018 would begin at the slightly later time of 2pm to improve attendance. The meeting closed at 3pm.	YE to inform absent Governors of meeting time change