

**THE JOHN OF GAUNT SCHOOL**  
**Minutes of the Curriculum, Learning and**  
**Educational Standards Committee Meeting**  
**Monday 8 November 2021**

**Time:** 6 pm

**Place:** The Hub and via Zoom

**Present:**

**In person:** Andrew Hawkins (Chair) (AH), Kevin Eames (Vice Chair) (KE), Sarah Marsh (SM), Helen Thorne (HT), Anita Harrington (Clerk) (AHX)

New Governors observing: Ben Saghiri (BS), Martin Sandford (MS)

**Via Zoom:** Liz Summerson (LS), David Whewell (DW)

**Advisers:**

**In person:** Ben Rhodes (BRH), Rob Kilby (RKI)

**Via Zoom:** Abbie Lanng (ALA), Sara Ambrose (SAM), Mark Perraton (MPE)

**Apologies:** None

<b>Agenda Item</b>	<b>Actions Agreed</b>	<b>Who</b>
17/22 b)	Write to the Chair of S&C to raise the issue of resourcing PHSE with specialist/non-specialist teachers	AH
18/22 d)	Circulate the draft CLES Equality objective to Committee Members for comments	KE
18/22 l)	Identify CLES Policies due for review in 2021/22	DW
21/22	Circulate an anonymous CAT report for a lower performing student	ALA
26/22	Send Governor Postcards to identified staff	AH

**15/22 Apologies**

No apologies were received.

**16/22 Declaration of Business Interests**

Governors were reminded to declare business interests as necessary.

## 17/22 Faculty Reviews

### a) Design and Technology

An update was given by RKI

- A meeting was held in advance of the review with AH as the Link Governor to gain an overview of the faculty.
- An external adviser (a DT department head) attended the Faculty Review to aid objectivity
- Limited practical work was undertaken by students during Covid so there is a lot to catch up on
- Students thought that group size is an issue as well as the time between lessons
- The external adviser looked at Schemes of Work, how students were progressing and what the student understood. 3 points were raised:
  - The Scheme of Work for Year 9 did not seem to be the same as for Years 7 and 8
  - There was a need to push students to catch up
  - Students could not clearly vocalise what they were learning and why
- There is an Action Plan now in place. Actions include:
  - Review other schools to see how students can go through faster
  - Review how progress can be made so that students are aiming for higher grades
  - Enlarge the experience at KS3 so it is more in line with KS4 (for example there is no Engineering taught at KS3)
- There is a wish for students to see their progression and to be able to clearly explain why they are doing something
- **Governors queried how large the “student voice” sample was.** RKI confirmed there were 40. RKI explained that the external adviser spoke to a group of Year 11 students asking why they were doing a particular task, and also how they can improve. It is a concern that students will talk to JOG staff but less so to outsiders. BRH confirmed the Adviser also saw Year 9 students and got the same response. RKI acknowledged there was a need to work on this. RKI recognised that if students do not see the point of something then they will not see the point of learning it
- **Governors noted that, understanding and ability to explain learning activity, was key and questioned whether it would be useful to engage students in**

**writing about what they are doing.** RKI explained that currently a Key Learning Statement is put at the beginning of each lesson and then at the end there are a few statements for students to choose to work on. Students RAG rate themselves as they go through a project. All of this is in the Scheme of Work but students were not able to verbalise it. The workbooks are in place for each lesson at KS3 and for Food at KS4

- **Governors recognised that it was extremely valuable to have the input from an External Adviser**
- **Governors asked whether Computer Aided Design (CAD) is involved.** RKI explained that the first two projects in Year 7 include CAD
- Due to covid Year 9 is a bespoke course as this year group missed access to practical experience for the last two years
- Textiles has been added at KS4 and the plan is to include textiles content at KS3 so to give students exposure to it
- **Governors highlighted that there was sometimes two weeks between lessons.** BRH explained that DT teachers like double lessons, to allow students to be experience more complex processes, but that the time table allocates only 3 hours per fortnight.

RKI left the meeting.

#### b) Social Sciences

An update was given by MPE

- A thank you was offered to PG as the Link Governor
- KS3 Student Voice feedback identified that
  - some confusion amongst students between RE and PHSE as subjects
  - Some students are not sure why they are studying particular religions
  - there was some repetition of content from their primary experience
  - Years 7 and 8 could recall what they were doing
  - RE lessons were enjoyed
  - Year 9 thought the information covered was essential and interesting
  - They could pick up the difference between specialist and non-specialist teacher
- Actions as a result were

- At KS3 make Schemes of Work more explicit and ensure they were linked to the bigger picture
- Make explicit links between Year 7 and Year 8
- Network with primary schools to identify what students are covering before they come to JOG
- At KS4 students highlighted that
  - The pure elements of the GCSE course were not interesting and more work on ethics was requested
  - PHSE prepares them for being good citizens
  - More LGBTQ+ coverage is needed (MPE noted that the Rainbow Award would do this)
  - They could pick up the difference between specialist and non-specialist teacher
- Actions at KS4 included a review of LGBTQ+ content (for example, Gender Identity has been added to Year 9)

MEP also reported

- There is no marking in PHSE only student self-assessment pages at the end of term which the teacher also has input to
- The future of the RE short course is under review. Year 11 sat the RE short course mock exam today (8 Nov 21). RE is a statutory requirement at Years 10 and 11 so it will not be removed from the timetable
- For Sociology there is a meeting with the SLT lead after each tracking point. There has not been consistency across the teaching staff for understandable reasons
- There is one assessment piece set per fortnight and both individual and group feedback is provided
- Staff involved felt supported. They did request answers to the quizzes so there is consistency
- Specialist staff liked teaching but there was a constant battle to cover the syllabus due to time pressures
- Actions being taken forward include
  - Ongoing discussions about the short course

- LGBTQ+ and BLM were raised at the review and discussion over what more can be done is ongoing
- Three lessons were observed; one Year 13 and two Year 8 lessons. There was good evidence of “live marking”. There was no external specialist teacher available to review the lessons but this is being investigated for the future
- **Governors asked about the Rainbow Award** and AHX confirmed that there will be a presentation at the next Full Governing Board
- **Governors queried if the non-specialist teachers were from within the Faculty.** MPE explained that no, they came from across the school. There are 11 this year as there are not enough specialists to cover everything. BRH highlighted that he leads on timetabling and has identified with MPE which subjects/classes need a specialist teacher to teach them, the gaps are then filled in with available staff, matching the best fit to the subject. **Governors questioned what support was available to non-specialist.** MPE explained that all Schemes of Work are very prescriptive and that he encourages new non-specialists to follow them closely until they build up experience. Content includes explanations, such as putting on a condom, which some teachers are not keen to teach, there is always discussion needed over who will teach what, especially from Year 9 onwards as the coverage is much more detailed. The Faculty offers to cover any areas that a non-specialist may not feel comfortable teaching (abortion, for example). **Governors asked if it was possible to cover difficult subjects by video.** MPE acknowledged that it might be possible but there was a need to discuss the “why” of doing something and students needed to be able to ask questions. It might be useful to back up lessons with videos, but there was a need for a person to be in front of a class
- **Governors asked if homework is set and marked by non-specialist teachers** and MPE confirmed it was
- **Governors queried the ratio of specialist to non-specialist teachers in KS3 and KS4.** MPE confirmed that KS3 was taught primarily by non-specialists whereas KS4 was taught by specialist teachers. **Governors questioned if, as all KS3 were taught by non-specialist teachers, was the Faculty too small.** MPE accepted that extra subjects had been taken on so perhaps there may be a need to look at additional staff for the future. BRH explained that Social Sciences was very popular especially at KS4 and KS5 so there is an argument for extra staff but it is recognised that primary numbers are reducing. **Governors noted that if say, all Maths was taught by non-specialists at KS3 this would be regarded as terrible.**
- **Governors agreed that non-specialist teachers should volunteers and that perhaps PHSE should not be seen as a subject that anyone can teach.** BRH suggested that the issue may need to be raised at S&C

**Action: Write to the Chair of S&C to raise the issue of resourcing PHSE with specialist/non-specialist teachers (AH)**

- **Governors asked how much money/financial planning content was covered.** MPE explained that Year 9 were starting Financial Education this term and there is also a lot more covered in Years 12 and 13. MPE noted it was very tricky to get everything into the timetable, they must cover the statutory things first. **Governors asserted that the PHSE curriculum content is arguably the most useful that students will get at school. The Safeguarding Governor (MS) noted that it was good to see that it was clearly part of the curriculum**
- **Governors highlighted the positive staff feedback from the non-specialist teachers about teaching PHSE;** ALA noted that some staff had highlighted how good the CPD session was on the recent TD Day
- DW reported that PG was very impressed with what is being done
- **Governors thanked MPE for an open and honest presentation, that was really useful**

MPE left the meeting.

### **18/22 Minutes and Matters Arising**

- a) 05/22 a) Add explanation of how GEM achievements are compared between subjects to the CLES November Agenda  
Done.
- b) 05/22 b) Add Comparison of GEM Achievements to the CLES November Agenda  
Done.
- c) 05/22 g) Produce draft "SMARTened" Equality Objective for CLES  
KE has contacted GGI and ALA to firm up the objectives.
- d) 05/22 h) Circulate the draft CLES Equality objective to Committee Members for comments  
KE reported that the Equality Objective has not yet been circulated but it would be soon.

**Action: Circulate the draft CLES Equality objective to Committee Members for comments (KE)**

- e) 06/22 Add the Governor Pledge and School Vision to CLES Terms of Reference  
Done.

- f) 06/22 Check/update the dates and reissue the Agenda Plan  
The Agenda Plan was reissued.
- g) 07/22 Produce a written explanation of GCSE results and their implications for Board of Governors Meeting in October  
PSK went through the data at the Board Meeting.
- h) 07/22 Circulate the Fisher Family Trust report once it is available  
Done.
- i) 07/22 Review the data for KS4 Engineering and update where necessary  
Done.
- j) 08/22 b) Feedback to Governors on how take up of remote learning/use of the Oak Academy is to be monitored and report on usage  
BRH reported there was no way of tracking numbers.
- k) 09/22 Add Support and Progress of Years 11 and 13 going forward to the Agenda for the November CLES Meeting  
Done.
- l) 10/22 Contact NRE to identify CLES Policies due for review in 2021/22  
DW reported that he had spoken to NRE and action was in hand and more would be reported next meeting. There was some clarity needed on Terms of Reference.

**Action: Identify CLES Policies due for review in 2021/22 (DW)**

- m) 12/22 Produce draft words for the Governor Postcard  
Done.
- n) 12/22 Send Governor Postcards to identified staff  
AH reported that an email had been sent to identified staff rather than a postcard.

***Acceptance of the Minutes as a true record of business conducted at the meeting on 27 September 2021 was agreed unanimously. The Chair signed a copy.***

**19/22 GEM Achievements – Comparison between subjects**

ALA provided an update and shared her screen

The various identifiers were explained:

- M – Mastery
- E – Embedding
- G – Gaps
- A – Absent for the assessment

Overall the figures were more towards Mastery than Gaps. Directors of Learning (DLs) can export the data to allow work on individual groups of students. **Governors highlighted the range of outcomes identified and expressed concern by the lower figures (for example, History was low).** ALA explained that the tracking is against what a student needs to know. Some KPIs (Key Performance Indicators) need to be tweaked to ensure more consistency based on what students can do and what they need to know. There is not an expectation that all subjects will be the same and subjects have identified what is needed for each GEM cycle differently; more consistency is needed though. It is the second year of rating English, Maths and Science but only the first year for other subjects. ALA noted that Year 7s are not expected to be at Mastery level. BRH added that Faculties are reflecting on the process to identify what will be Mastery in Year 7, 8, etc and accepted that some subjects may not be quite right yet.

**Governors asked if Mastery was based on curricular units or an absolute sense** and ALA stated that it is based on units. Some areas are tracked over subjects and others on specific areas covered. **Governors queried how the practical elements fitted in.** ALA confirmed that practical was side by side with the theory.

**Governors noted that JOG was at the beginning embedding GEM cycles and more comparisons between subjects were needed.** ALA explained that previously this had not been available, the GEM process was more diagnostic and it was liked by parents/carers. **Governors confirmed that their concerns over the data presented were much reduced.**

ALA left the meeting.

## **20/22 KS2 entry data and reading tests**

Information had been circulated in advance of the meeting; SAM provided an update and screen shared

The current Year 9 are the first year to take a blended learning approach with MFL. Previously Accelerated Reader was used but now the emphasis was on Reciprocal Reader.

Year 8 have been massively disrupted by Covid and were not getting explicit reading lessons as they were not on site so could not access the Library.

**Governors noted that there was no clear pattern in the data presented making understanding difficult.** SAM acknowledged there were lots of variables at play with the data making comparison difficult, when the data is collected is important, some were assessed in June/July others in September after they had had a gap for the Summer holidays.

However, interventions are working and are having a positive impact on progress, for the current Year 10 students who had experienced intervention progress is from 4 years 7 months behind to 3 years 6 months behind. **Governors noted that the graphs showed**



**“reading gain” and asked how long the period covered was.** SAM explained that the first data set was compared to the next set, to the next set, etc. Research shows that reading is not linear so there will be dips in progress. Interventions run for 2 years and there is often rapid progression from the September to January and then dips as the year goes on. This follows national trends. **Governors queried if there had been any independent evaluation of the progress and results.** SAM confirmed there had not been but thought it was worthwhile. BRH advised that this should be done towards the end of the academic year so there was time for things to be embedded. Evaluation could be incorporated into Faculty Review Cycles.

**Governors asked how improvements in reading were sustained.** SAM explained that there were lots of further interventions such as the Tutor Reading Programme. A list of vocabulary from books being read in Tutor Groups has been prepared and these are used for quizzes each week. This means there is explicit teaching of vocabulary, it is multi-faceted and woven throughout the curriculum not just in English.

**Governors congratulated SAM on the tremendously important work that is being done.**

SAM left the meeting.

## **21/22 CAT 4 Results**

Information had been circulated in advance of the meeting; ALA provided an update

The Fisher Family Trust will be providing more feedback on the benchmarked data.

Four areas have been assessed

- Verbal Reasoning
- Quantitative
- Non-Verbal
- Special

Students are assessed against the four areas separately and then results are pulled together. Years 7 and 8 are looking lower than average. There is a gender split where girls outperformed boys in Year 7 and on everything except Quantitative in Year 8. Students that get Free School Melas (FSM), that have undiagnosed SEND needs and those with EHCPs performed lower than their peers.

**Governors recognised the information can be used to brief teachers, allowing them to adapt their teaching strategies but questioned how parents/carers are informed. If the CATs were below average for example, would this not lead to despondency.** Reports about the assessments are being sent to parents/carers this week. An anonymised example was shared with Governors, this included a clear explanation of CATs, and advice on how to support the individual going forward..**Governors requested sight of a report for a lower performer, they expressed the concern that poor CATs results could lower aspiration.** More

positively, the CATs show how much progress can be has been achieved (via P8 Scores).

**Action: Circulate an anonymous CAT report for a lower performing student (ALA)**

There is also a report or teachers and an example was screen shared. The reports show student bias which helps identify how they will want to learn, what subjects they are likely to excel at and what can be done to improve. The intention is to include this information on Class Charts so teachers know which students may struggle with particular tasks, how to structure lessons, etc. **Governors acknowledged that it was a very powerful tool.** ALA noted that before this was introduced there was only limited information available from primary schools; **Governors agreed it was a big improvement.** ALA explained that teachers were identifying what can be done to improve scores, address needs, etc. **Governors noted that undertaking CAT in Year 8 would allow assessment of the impact of Year 7 inputs.**

ALA left the meeting.

**22/22 KS4 and KS5 Offers**

BRH provided an update

The offers had not changed as there was a need for things to settle especially as new courses were introduced last year.

For Psychology A Level, the entry grades have been raised due to the number of students wanting to take it and the number of current students struggling with the content. There is now a need to have a Grade 5 GCSE in English Language, English Literature and a Science. This has brought JOG into line with other establishments locally and nationally.

Astronomy had their first trip last week which went really well. It is a small but successful group.

There is a small group studying Textiles who are very hardworking.

Photography is building momentum at GCSE level and there is a big group studying the course. It is hoped that this will lead to more students taking up the A Level option.

There are staffing issues with KS5 Law so it may not be possible to offer this long term.

**Governors asked how Performing Arts BTEC was going as it had not been offered before.** BRH it was too early to say as results were awaited.

**Governors identified that Sustainability is becoming increasingly important and questioned how it is integrated into syllabuses.** BRH gave an overview of how this is being covered in the curriculum.

DW and LS left the meeting due to connectivity issues with Wi-Fi.

**23/22 Equality Objectives**

This was covered under Minutes and Matters Arising and an action was raised.

**24/22 Policies**

There were no policies to review at this meeting.

**25/22 Identify Achievements / Outcomes for Governors' Annual Report**

AH suggested the increased understanding about CATs and how this will help teachers.

BRH noted it was great to see Governors engaging with Faculty Reviews.

**26/22 Governor Postcards**

The Committee discussed who if anyone, should receive Governor Postcards. It was agreed that postcards would be sent to RKI and MPE for the two Faculty review presentations.

**Action: Send Governor Postcards to identified staff (AH)**

**27/22 AOB**

There were no items raised.

**28/22 DONM**

The next CLES Committee Meeting will be on 11 January 2022 at 6pm.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_