

**THE JOHN OF GAUNT SCHOOL**  
**Minutes of the Curriculum, Learning and**  
**Educational Standards Committee Meeting**  
**Tuesday 11 January 2022**

**Time:** 6 pm  
**Place:** Zoom  
**Present:** Kevin Eames (Vice Chair) (KE), Sarah Marsh (SM), Helen Thorne (HT), Liz Summerson (LS), Martin Sandford (MS), Ben Pope (BPO), Eleanor Shergold (Clerk) (ES)  
**Advisers:** Ben Rhodes (BRH), Vicky Marshall (VMA), Nicola Maguire (NMA), Suzanne Claire (SCL), Amy Evers (AEY), Linda Baines (LBA),  
**Apologies:** Andrew Hawkins (AH), David Whewell (DW), Abbie Lanng (ALA)

Agenda Item	Actions Agreed	Who
32/22	To discuss SEN policy with HKE and feedback to MS	VMA
36/22	Circulate PP Strategy Statement to governors to follow up at the next meeting	BRH/ES
38/22	To find previous work done on spreadsheet/list of CLES policies	ES
39/22	Send Governor Postcards to identified staff	AH/KE

**29/22 Apologies**

Apologies were agreed and accepted.

**30/22 Declaration of Business Interests**

Governors were reminded to declare business interests as necessary.

**31/22 Minutes and Matters Arising**

- a) 17/22 – write to the Chair of S&C to raise the issue of resourcing PHSE with specialist/non-specialist teachers – this was discussed at December board meeting
- b) 18/22 – circulate the draft CLES Equality objective to committee members for comments – KE will do this but Equality Objectives are being further reviewed by SLT

The minutes of 8<sup>th</sup> November were agreed and signed as an accurate record of the meeting.

**32/22 Disadvantaged and SEND Students**

SEN policy and SEND Information Report 2021/22 were circulated in advance of the meeting.

VMA explained that there are minimal changes to both documents as little has changed in the department and in qualifications taken.

There are some changes to the waves of provision to cover the off site provision that the school has been using for the last 12-18 months. **Governors observed that the inclusive nature of the support in place is spot on and asked what kind of differentiation is necessary for a classroom teacher to engage in order to support SEN students.** VMA – this is variable depending on individual students and their needs. All teachers have access to class charts, some needs are generic while others are more specific to individual students. Differentiation is included in twilight training and briefings on teacher training days. This has been reviewed post teaching online. Reminders given to staff to make sure that all these things are back in place.

**Governors asked what adaptations needed to be made for teaching online.** VMA – for the students that

the department work with – some loved learning on line, not having to deal with the environmental aspect of school and have struggled to get back into school. Some struggled with the concept of school work at home, not following the structure of the school day.

For online learning, in addition to extra planning, staff have to include much more explanation as student engagement is more difficult to read, explanations need to be crystal clear due to less interaction with the teacher. **Governors noted this additional pressure on students and teachers and asked if there is any evidence of under achievement with SEND students due to the suggestion nationally that they may be falling behind.** VMA – students have not been able to have the same interventions as they are more difficult to access online. For those able to continue accessing intervention in school (key worker and vulnerable student group) this continued to work well. Interventions that the school was able to offer online did not replace interventions in school. Reading ages will be slower to pick up. Social skills have been impacted, students adjusting to get back to ‘normal’ life.

**A question was asked about safeguarding of vulnerable students in terms of online abuse and exploitation.** VMA – there are weekly meetings on Wednesdays to cover student safeguarding and behaviour. This includes the pastoral lead from each year group. Specific vulnerabilities online are not covered in the SEN policy. Whether there needs to be something more specific – VMA will discuss with HKE and follow up with MS (link governor for safeguarding). Vulnerabilities for SEN and boys on the autistic spectrum were discussed. The school can refer young people to prevent services if there is a cause for concern.

**Action – to discuss SEN policy with HKE and feedback to MS**

**VMA**

VMA gave an update on the number applications for September (Y7) from students with EHCPs. By now the last of the consultations should have taken place, though there are a few lates trickling in. There is an increase in the number of applications in comparison to previous years.

SEND policy and SEND Information Report – LS proposed acceptance, and HT seconded the proposal to accept the report and policy.

**Governors were complimentary of SEND provision at the school.**

VMA left the meeting.

**33/22 Faculty Reviews**

Summary reports circulated in advance of the meeting.

**a) Expressive Arts**

NMA – the review was a brilliant opportunity to QA work and highlight areas to work on, it was a really positive experience. There were lots of great things to be able to show from 6 different sources – work sampling, data, climate walks, DDIs, student and staff voice. Covid got in way of external scrutiny – a lead practitioner and governors were utilised instead. There were lots of positive strengths, including students enjoying the subject, data looking positive and the offer of subjects growing. One key thing to work on – students can tell you what they are doing but can't articulate where they are going and how skills learnt in the past are helping. Everything is there but students are not able to articulate it. There is a need to train students not to be scared when asked questions, to answer confidently. Creating a topic learning guide – past, present, future – will improve student understanding.

Aside from the review the faculty is continuing to build presence in the school. Covid really impacted events and trips – the faculty is working on this and growing numbers taking courses in the future, opening up wider opportunities.

**Governors were impressed by the way that the team are obviously working on metacognitive understanding.** BRH – Expressive Arts is one of the first in picking up strands of students being able to express their learning. This is a whole school thing, not just for Exp Arts.

BRH – it would be nice to arrange for some external scrutiny at some point. NMA hopes that this might take place in the summer term. **Governors asked who the school might involve in this and what it might look like.** NMA explained – it would look very much like an Ofsted inspection – strengths and areas to work on.

NMA left the meeting.

## b) Science

SCL – the process was very similar – based on observations, sampling, deep dive, data, staff voice and student voice. The deep dive was based on data. The review included an external chemistry specialist who did a fantastic job and gave detailed feedback.

Lesson and DDI observations identified the quality of student behaviour and engagement as impressive. There are good opportunities from practical work. SSI should do some coaching on questioning skills as her questioning was highlighted as a strength. Checking of understanding was also a strength.

Areas for improvement – stretch and challenge is one of the key areas that stood out, particularly in exam groups. Since September a working group has been in place to drive stretch and challenge across the department, so this is in place already.

Modelling – all have visualisers in classroom. One of the key aspects of learning is to be able to apply understanding in exams. Modelling to be worked on.

Student independence and application – KS5 – resilience not evidenced. Flipped learning discussed. Interested in developing for KS5 learners for making progress with exam techniques.

Work sampling – there were quite a few strengths. Where they were being used KPI checklists were being used well. BPO spent a lot of time last year mapping the KS3 curriculum to ensure consistency across the department. GEM work – practical mid topic – a key practical that gets marked. Students respond to feedback. There are many strengths but there is still work to be done. The key focus is consistency so that every classroom, every book reflects consistency. **Governors asked for clarification on the KPI checklist.** SCL explained how this is used to reflect student understanding. **Governors asked where the responsibility lies.** SCL – KS3 with the teacher, KS4 with the student. The teacher checks understanding by using 10 questions at the start of each lesson. Y11 parents evening – the targets that students are setting themselves in lessons, parents can see how work is broken down into sections. Students use this to focus revision, refining into fine detail with specific objectives. AEY – student voice – the most helpful feedback is written in form of questions to answer, an opportunity for the teacher to go over what they got wrong. What they find least helpful is just being told the correct answer – it does not help with understanding in the future. This reflects research on feedback.

**A question was asked about feeder primary schools, whether there is scope for long term development there.** SCL – currently there is not anything in place. The faculty are building on the KS3 curriculum and working on getting things established in the department.

**Governors asked if the faculty has all the resources needed to teach effectively.** AEY – the school has secured additional tutoring for A level students and will put lead practitioner support into the faculty. They have done well with KS3 planning. Flipped learning now needs to be put in place for KS5. There is potential for coaching.

**Governors asked if it is too late to do anything with Chemistry to have a real effect on student grades this year.** (Noted as an area for improvement for GCSE and A Level in the review). SCL/AEY confirmed that it is not too late. One of the options being considered is 2 members of staff not teaching chemistry who are chemistry specialists. Timetable capacity is also being considered. Interventions will need to be put in place.

SCL left the meeting.

### 34/22 Teaching and Learning – Update on Refinement of JOG Essentials

AEY – the JOG essentials are now firmly embedded, particularly in terms of Behaviour and Engagement (the focus for term 1). This can be seen during climate walks and was only followed up where there were concerns or if it was requested.

Term 2 – Quality of Instruction – has a broad focus of 7 points – clear learning aims through to good quality of instruction. Normally this is a focus area at the TD day at the start of term. Julia Strong came to the TD day to give a refresher, not only on T4W but how this works in the JOG essentials. This DDI (Developmental Drop In) cycle highlighted trends in strengths – features insisted upon – low stakes quizzing, a clear learning aim – people have practised this for several years. Areas for development are around independent application.

A range of key stage lessons were observed – independence was a trend across many subjects to do with metacognition, students taking ownership of learning journeys and making use of independent studies. DDIs looked at building on this – triangulation that will hopefully have an impact.

DDI twilight focused on points 4,6,7 – the things that come up most as an area of focus – teachers can then see how they can apply the strategies. In the 2<sup>nd</sup> round of DDIs almost everyone met or were working towards targets set.

Term 3 – focus on Support and Challenge. DDIs start next week. VMA and AEY delivered strategies for SEN students at the TD day.

BRH – the process is great, conversations with staff, seeing skills tried for the second DDI. It will be interesting to see if there's longevity in that, keeping the focus sharp. **Governors observed that there is a professional quality to these conversations and that the process is very thorough.** AEY – towards the end of last year additional members of staff, good practitioners, were trained up to be having these coaching conversations. Feedback from staff has been positive.

AEY left the meeting.

### 35/22 Progress and Attainment from Mock 1 and Future Actions

LBA – the last set of external national data is from 2019. This is used for comparison to the current Y13 as it is not known what the benchmark will be as they did not sit GCSEs. The data is looking okay on the whole following the round of mocks in November. 99.6% of students A\*-E in comparison to 96.3% in 2019. 83.4% of students A\*-C in comparison to 61.8% in 2019. The average grade is B- for tracking point 1 (TP1) and TP2. There is another round of mocks coming up in March.

Summary report included an overview of subjects ranked in Value Added. LBA pointed out that some of the subjects have a small number of students taking them.

There are lots of subjects that are green, above the national average. Biology, computer science and psychology are doing well.

Red – performing just below national. There are interventions in place for each of these subjects – staff working with students to try to improve course work for BTEC Sport. Physics – the school is able to use catch up funding to plug gaps – students are being mentored. Students are responding well. Maths – a maths tutor is working with students across Y12 and Y13. English – mentoring is in place. It has been great to be able to put this in place for quite a few subjects. Geography – drill down – it is actually only 1 unit holding them back. This was partly taught during lockdown. **Governors asked a questions to clarify.** Staff are focusing on this during P6 catch up.

Chemistry – requires a lot of adaptive teaching. The ability range is huge, differentiation massive. Mentoring is in place for all students.

Sociology – have been pretty forensic in terms of where things are at and how to move it forward. To review after the next set of mocks.

**Governors were pleased to hear of the personalised support in place for students.** LBA – staff have been wonderful. P6 is a big ask and it is amazing that people are doing that.

**Governors were impressed, as always, with the knowledge of the individual student.** LBA talked about the impact of the covid experience on 6<sup>th</sup> form students, particularly on student mental health but also on not having had the opportunity to sit external exams, to experience that intensive cramming. The 6<sup>th</sup> form team are working hard with them. **Governors asked how the team are helping those who are struggling with the concept of sitting an exam.** LBA gave an overview of things that have been put in place to help build confidence.

UCAS – did not have the 15 January deadline, so there are still a number of applications to be submitted. Student aspirations discussed. Uncertainty caused by covid is having an impact on this.

LBA left the meeting.

#### **Y11 – KS4**

Again, data is being compared to 2019 as these were the last formal exams. This Y11 came to JOG at quite a high level, higher than previous years, with one of the least numbers of PP and DS students for the year. This does impact the data. Attainment 8 is looking good, above last year due to higher KS2 prior attainment. Progress 8 is not quite as positive, particularly when exams have not been sat over the last 2 years. Staff are being cautious with tracking. There are things to be quietly confident about, that it is going in the right direction. TP2 P8 is 0.11 in comparison to -0.04 in 2019. PP P8 is on 0 which is great for this time of year.

Science is an area of focus for the school.

English & Maths 4+ look good, but there is a need to work on Maths 5+. Maths – tend to be cautious, particularly around mock 1 when deciding what papers students will sit. This will look better after the next tracking point. It is heading in the right direction.

Languages and Humanities value added is looking good. This is particularly pleasing for Humanities in comparison to previous years. EBacc – very confident about this cohort.

Focus groups – boys, higher ability and PP+. HA is a slight change, stretch and challenge to really push them on. Online learning has had an impact on this.

Subjects of concern – HSC, Chemistry, Double Science, Biology. BRH explained what support is in place, including tutors and much more focus with lead practitioners.

Looking at all of the different subjects, the school will be starting the national tutoring programme again. This is additional money from the government for tutoring outside of hours. This year 12 different JOG staff will be delivering tutoring for 71 students across 7 subjects. The school's own staff who are good at delivering tutoring with the benefit of greater buy in from students. **Governors thought this a great idea, giving the benefit of the awareness of quality. A question was asked about whether any pressure has been put on teachers to participate.** BRH – absolutely not. An email was sent to staff giving details, people were not approached directly.

**Governors asked about recruitment into P16.** BRH – already has numbers and has met with LBA and PSK. The numbers are looking great, particularly when Y11 is quite small. The next phase is 1-1 conversations.

#### **36/22 Deputy Headteacher's Report**

**PP Strategy Statement** – is a new requirement this year, a pro forma that had to be populated with an emphasis on a 3 year strategy. Very much focused on evidenced based, not only on what the school thinks the data is but also including student voice, senior leader and middle leaders voice, previous plans and impact.

Student voice – 85% of DS students gave feedback on the experience and challenges in school, pastoral academic and attendance. This feedback helped feed into barriers to learning. Reflection from senior leaders – lots of reflection on strengths and external evidence based, DfE recommendations and other academic learning areas. Identifying the barriers and making sure that actions put in place are the right ones.

Funding – does not have to be used solely for DS students. Service PP students – being clear that this more about pastoral than academic support, integrating into the school.

Key actions – for governors to be familiar with the report, in reflection through this meeting or follow up conversations where revisions might need to be made. Looking back at ML meetings about faculty improvement plans. Establishing a working group with a small cohort of parents – most impact is in school rather than around challenges and barriers outside of school. Making sure things on the action plan are actioned.

**Action – circulate document to governors to follow up at the next meeting**

**BRH/ES**

### **37/22 Equality objectives**

As above (31 b).

### **38/22 Policies**

Policy spreadsheet – discussion took place around work done on this previously. ES to look for this – to bring back to next CLES.

**Action – to find previous work done on spreadsheet/list of CLES policies**

**ES**

**SEN Policy** – as above (32).

### **39/22 Governor Postcards**

It was agreed to send postcards to all who had contributed to this evening's meeting.

**Action – postcards to be sent to identified staff**

**KE/AH**

### **40/22 AOB**

Option choices are going ahead virtually on Thursday. Feedback from last year was that people found the process really helpful. It has been trialled with Y9s today.

The meeting closed at 8.05 pm. Date of next CLES meeting – Tuesday 5<sup>th</sup> April 2022 at 6pm.

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

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