

Chair's Report Curriculum and Standards Committee

Date: Friday 30th June 2017

Committee

Liz Court, Elaine Hurley , Craig Tallon, Juliyah Brown, Kay Vanner, Mandy Morrison, Kate Bodsworth

Report

Matters Arising

The head reported that all performance data had been submitted to the Local Authority and DfE.

The school had undergone a successful moderation of all KS1 SATs judgements by an LA inspection team.

Teaching and Learning Working Parties

Review Curriculum Folders

The committee undertook a review of each subject coordinator's file. As part of ongoing development work, the school has implemented consistent protocols for curriculum subject management documentation. Every subject area was reviewed and a brief feedback report written.

The committee was impressed by the comprehensive information and evidence contained within each folder.

These will prove valuable tools for monitoring and improving standards even further.

Standards

The committee tabled a number of questions prior to this term's meeting. A report was provided by the relevant subject leaders. I have included these documents along with this report. Committee undertook to review each report and feedback at the next committee meeting.

The Governor questions were as follows:

Reading

- How are the updated standardised assessment tests supported teacher judgements?
- Is there now an agreed model for comprehension lessons. Are the weekly lessons for teaching reading comprehension now consistent?
- What support that has been provided for staff to develop 'inference' questions for use in guided reading?
- How consistent is the 'home reading' programme across the school?
- How are TAs used to support reading?
- How effective is the Home Link book for reading support?

Early Years Foundation Stage (EYFS)

- What is the progress of implementation of the Parents Share App?
- Have there been a review of the effectiveness of interventions for identified pupils in EYFS?
- What staff training has been implemented re: use of observations to support progress?
- What were the evaluation outcomes of the bi-weekly parent training for phonics, writing & maths, and follow-up the parent visits into the setting?
- Describe the key points of the ongoing development of an effective continuous provisions in Reception?
- How has the Elkan Project continued to be embedded e.g.development of language rich environment and use of quiet areas?
- How are parents informed of the key vocabulary to support their children?
- How effective is the modelling of high quality adult/pupil conversation?
- How successful is the development of reading been in the EYFS? Specifically:
 - Reading interventions that are in place
 - Support for reading comprehension activities

SEN

The Headteacher informed the committee that Woodcroft had been unsuccessful in its application to be part of the pilot Thrive Mental Health project in Barnet. However, the school EP had attending a Barnet briefing on the

provisions for developing 'resilience' . Our Ep has subsequently developed an internal audit tool and the school plans to develop and action plan in the new term

Provision Mapping Initiative

Kay Vanner, SENCO, briefed the committee on the progress and successful implementation of a new provision mapping tool. This will make the deployment and management of resources more effective.

School Improvement Plan

The 2017 - 18 School Improvement Plan is currently being developed. Individual subject plans are scheduled for completion on 14th July. The head presented a new format that will make the process more effective and easier to monitor. The draft plan will be shared with Governors at the start of the new academic year.

AIM@Digital

Woodcroft has submitted its accreditation application for the NAACE Quality Mark. This represents the culmination of a 3 year process for Dan Guest - IT Leader. An assessor will visit the school on Wednesday 19th July. Governors are invited to attend and speak with the assessor.

Online Health Award

Woodcroft has been instrumental in the development of Barnet's Online Health Award. The headteacher is on the steering and development group and our IT lead has lead the pilot group of ConnectED schools through the implementation process. Moderation is scheduled for Monday 10th July.

AIM@PE & Sports - School Games Mark

Woodcroft has been successful in receiving gold accreditation for a 3rd year in succession with the School Games Award. Well done to all of the staff and pupils involved in school sport at Woodcroft.

Sports Values

The school has adopted the values associated with the School Games Mark. We are going to develop these into a bespoke achievement and award badge system for the school. This integrates sport and PE with the PSHE curriculum and completes our suite of AIM@ badges (we already have bespoke sets for AIM@Digital and AIM@Arts)

AIM@Arts

Ms Sherring (Arts leaders) reported that the school has submitted its Artsmark application. The school is currently at gold level and will now await the current judgment in July.

Year of Creative Arts

The year has been the Year of Creative Arts. Miss Sherring submitted an overview report of the year. This will be incorporated into the Headteachers report

Part 2

Celebrating Arts Success

AIM@Arts Certificates - Tour of classes

The committee then undertook a tour of each class of the school. In each class Governors briefly questioned pupils on their work towards the school's Art Charter. Governors were impressed by the engagement in and knowledge of the Arts, and in particular their responses to the four categories:

1. Being an Audience Member
2. Participating and reflecting on the Arts
3. Researching an Artist
4. Learning and sharing new skills

The committee was able to confidently award each class their Woodcroft Arts Award certificates and stickers.

Appendix 1

Reading Report

June 2017

How have the updated standardised tests throughout the year supported teacher judgements?

Every year group from Year 2 to Year 6 now have reading tests in November and March, with Year 6 also having mock SATs tests every six weeks or so. Year 2 also practise SATs-style questions and tests throughout the year. The tests have been useful in that they highlight which areas the children really need to work on (inference, retrieval, vocabulary etc) and this information helps to tailor the focus of guided reading sessions as well as helping to assess the KPIs on Target Tracker. They also give children practice in ‘test’ style questions. Staff have reported that the children’s understanding of inference is still an area that needs work and that the tests have highlighted this. The tests themselves are there to support teacher judgements, rather than be the sole basis of assessments.

In Year 6, the test results help to target tuition support and TA interventions and where they are deployed during guided reading sessions. After February half term these results lead directly into which children are chosen to take part in an intensive morning reading ‘club.’

In Year 1, the test emphasis is on the phonics screening check. An interim check is done in December for all of Year 1 as well as those children in Year 2 who are retaking. These results are then analysed to see what the main errors are, and the work in class and intervention groups then focus on these.

Is there now an agreed format for comprehension lessons?

A weekly model for guided reading sessions was introduced in January 2017 following a whole school INSET on reading. This model is: 1 day whole class comprehension focusing particularly on inference and vocabulary as these areas are the ones the children need to work on the most, followed by four days where the teacher/TA works with a group and the rest of the class complete comprehensions, work on other reading-based activities, read individually or as a group on a text with one child acting as question-master and others answering questions. The texts used for comprehensions in KS2 tend to be First News, Essential Texts (a mix of fiction and non-fiction) or resources from the Twinkl website. In Year 2, the more able children work on First News comprehensions independently as well as a range of activities based around a particular text, which the whole class can also access.

Inference questions

The understanding of inference was highlighted as an area that needs development throughout the school and was therefore a focus of the reading INSET in January. Staff have therefore ensured that this is worked on during guided reading sessions as well as specifically teaching children, during whole class teaching, how evidence in the text can be used to infer. When writing questions for Essential Texts, staff were asked to focus on inference and vocabulary, rather than simple retrieval of information. As well as inferring from texts, children have also been asked, ‘how do you know?’ and have to back up what they say with evidence from the text. Pictures and resources from Twinkl have been useful for teaching the concept of inference.

One TA has worked with specific children on the teaching of inference, using very short stories (10 lines or so long) which are followed by inference questions, all of which expect the children to answer the question, ‘How do you know?’ These stories come from a book, ‘Reading Between the Lines,’ and are categorised under different headings eg. character/feelings, action, place etc.

Is there consistency throughout the school in the home reading program?

This has been reviewed and monitored several times during the year. In Reception and KS1, books are changed three times a week with TAs in charge of this. As children become more fluent in their reading, they may change their books less frequently as the books become longer, but the opportunity to change the books is still there. In KS2, children change their books as they finish them.

Some staff in KS2 have reported difficulties in monitoring the changing of books but after discussion they now seem to be finding it easier to follow a model whereby reading monitors are in charge of recording which books are borrowed and returned. This is then overseen by a TA or the class teacher. When a child does not return their book regularly, parents are asked about it and, if the book is still not returned, asked to pay a small amount towards the cost of the book.

I feel that the home reading program has become consistent throughout the school over the year but it is an area that needs constant monitoring to ensure that this consistency is maintained.

How do teaching assistants support reading?

In Reception and KS1, the teaching assistants support reading by hearing children read individually as well as sometimes taking a guided reading group under the supervision of the teacher. In Reception, TAs also take groups to play TRUGs (Teaching Reading Using Games program) and in KS1 the TAs take groups for phonics interventions.

In KS2, TAs still take children for individual reading as well as intervention groups. In Year 3 this support is directed at those children who did not pass the phonics retake test at the end of Year 2. TAs also work with groups during guided reading sessions. TRUGs is used in KS2 for those who still need support. In Year 6, specific children are provided with extra support for reading from TAs; this is decided as a result of tests and teacher assessments.

TA support is used for the teaching of inference (see above) with specific children.

How does the Home Link book support reading at home?

The Home Link book is designed with sections for parents to record when they have their child read as well as to make comments on the book, how the child has read, any issues with the book/reading etc. Children are also encouraged to complete this themselves; for example, in Year 2 children will write a sentence or two saying if they enjoyed the book and why, or which part they particularly liked (or maybe disliked!) Some teachers use incentives such as stickers or personal points for those children whose books regularly have comments: this (or something similar) needs to be rolled out throughout the whole school.

The use of the Home Link book to support reading at home is an area that needs development. The Home Link book is being redesigned with a greater emphasis put on completing the reading sections (having Saturday and Sunday listed as well as weekdays, and including the school holidays so parents and children can complete it during these times too). Completing the reading section also needs to be a major focus during the year group parent meetings in September. I am preparing sets of questions that can be taken home with the Home Link book which will help parents discuss the books with their children and lead to useful comments being recorded more frequently.

EYFS updates for Curriculum Committee

30.06.17

As part of the Governors review there is a focus on EYFS this term for curriculum committee.

EYFS data has been submitted for 2016-2017. The key indicators have shown an increase from previous years; 2013-2014 - GLD 49%, 2014-2015 - GLD 55%, 2015-2016 - GLD 55%, 2016-2017 GLD 63%.

1. Update on implementation of Target Tracker assessment in EYFS

- Identification of middle and high attainers for extension
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- Identification of summer born pupils via target Tracker to adapt provision accordingly
- Outcomes for pupils based on Birth Term
 - Autumn 16/21 pupils = 76.2% GLD
 - Spring 9/16 pupils = 56.3% GLD
 - Summer 11/20 pupils = 55% GLD

- Out of the 20 pupils born in the Summer term, 17/20 = 85% received interventions, 3/20 = 15% who did not receive interventions all achieved GLD.

2. Update on introduction Parents Share App

Trials for the 'Parent Share' have begun. Mandy Morrison (Governor) and Mustapha Benbaziz (parent of pupil in Reception), have both met with Mrs Powell (EYFS Manager), Mrs Brown (Reception class teacher) and myself to trial 'Parent Share'.

'Parent Share' a feature of 2Simple software has the capability of sharing observations and assessments made by the class teachers in the Early Years, with parents. Parents are then able to respond and comment on the observations. It also has the capability for parents to add to their child's profile evidence by submitting to the class teacher, photos and videos including context. The powerpoint presentation is available to governors.

Mandy Morrison (Governor) who is in the process of trialing the application, commented on how this software could help improve communication with parents, support parents in the learning process and allow them to become more involved in their child's education.

It is envisaged that the Parent Share will be launched in September 2017, to Reception and Nursery. Reception will send observations out prior to focus child weekly meetings, so parents have the information to be discussed before the meetings.

3. Review of focus interventions for identified pupils in EYFS

- 9 interventions took place in the academic year 2016-2017
- The interventions were Trugs, Phonics, Talk Boost, Communication Language and Literacy Development (CLLD), Lego Therapy, Fine Motor, Maths Extension and Literacy Extension.
- 39/57 = 68% of pupils received interventions in 2016-2017
- 20/39 = 51% of pupils receiving interventions (2016-2017) achieved Expected or Exceeding for a 'Good Level of Development' (GLD).
- Interventions were well targeted. All pupils who did not receive interventions achieved GLD.
- Please refer to the table 'Intervention Overview 2016-2017' for interventions and outcomes.

4. Discussion of staff training re: use of observation to support progress

- Discussion and guidance has been given to to Reception team on the quality and expectations of observations
- Mrs Brown has provided individual support to a teaching assistant who was new to Reception, to develop the quality of her observations
- Moderation workshops with other schools organised by Barnet, showed that the team had gathered a significant amount of evidence to support their judgements during moderation

5. Evaluation of the bi-weekly parent training for phonics, writing & maths, and follow-up the parent visits into the setting

Mrs Patel led the first of a series of Parent Workshop today, (18.01.17) on Phonics. Over twenty parents from Nursery & Reception attended, the session 9:00 – 10:00 in the Oak Suite.

Parents were requested to complete a 'Parent Workshop Feedback' sheet and 15 copies were returned.

The Parent Feedback was very encouraging and positive.

Miss Cam led the second of a series of Parent Workshop today, (01.02.17) on Maths. Eighteen parents from Nursery & Reception attended, the session 9:00 – 10:00 in the Tardis.

Parents were requested to complete a 'Parent Workshop Feedback' sheet and 16 copies were returned.

The Parent Feedback was very encouraging and positive.

6. How the Elkan Project continues to be embedded e.g.

- development of language rich environment
 - Continuous provision now reflects this
- quiet areas
 - Quiet area identified and promoted inside, an outside area requires further development
- how parents informed of key vocab
 - Tree House - homework
 - Year Group Newsletter
- modelling high quality adult/pupil conversations
 - Noted in observations of the setting
 - Inset to review the good practice of Elkan for new staff

7. The ongoing development of effective continuous provisions

Continuous provision was an area of focus initially in September. It has developed into a learning rich environment.

Continuous Provision should 'continue the provision for learning in the absence of an adult'. Areas of provision should be dictated by need, linked to assessment and broadly levelled so that there is challenge and support in all areas for all children.

Some of the outcomes from September 2016 monitoring are shown below:

Strengths

- New labels are colourful, include pictures or photographs and language laminated
- Home Corner
- Phonics
- Puzzles
- Art
- Activities set up are well resourced.

Areas for Development

- Increase the amount of language and numbers in the setting
- Labels that are faded or tatty need renewing
- Label areas of continuous provision
- Consider where is the wow factor and engagement
- Consider what reflects the pupil's interest
- Consider setting up modelled examples

8. Development of reading in EYFS, specifically

- reading interventions that are in place
- support for reading comprehension activities

Reception Reading

2016 - 2017 Profile Results

20/57 = 35% of children were Emerging

33/57 = 57% of children were Expected

4/57 = 7% of children were Exceeding

Summary

There has been an increase of 8% from 2016 of children achieving Expected or Exceeded in Reading.

17/28 61% boys achieved expected or exceeding

20/29 69% girls achieved expected or exceeding

All children have received 1 to 1 reading support with Teachers at least twice a week.

(This includes class Teachers, Mrs S.S. and Mrs Smith and also TAs)

(This may have been more if the child was not progressing as expected)

By the Summer Term all children (except for any non-readers, these children would have more 1to1 sessions) were included in a Guided Reading Group

All children have been involved in 'Trugs' programme.

Books are sent home 3 times a week, Mon and Wed - Home Readers or Free Choice from the Class Box and Fri - Reading Books are sent home.

Mark Russell: June 2017