



NEW MILLS SCHOOL QUALITY OF EDUCATION COMMITTEE MEETING MINUTES

Date:	Tuesday 2 ND March 2021 at 6.00pm	
Venue:	Zoom (online meeting)	
Present:	Jeremy Poulter (JP) (Chair) Felicity Wicks (FW) Sam Monteath (SM)	Co-opted Governor Co-opted Governor Parent Governor
Apologies:	None	
Absence:	Michael Shew (MS)	
In attendance:	Alison Barker (AB) Caroline Jesson (CJ) Lorna Barnfarther (LB) Ed Salter (ES)	Co-Headteacher Co-Headteacher FTL EBACC/Science Clerk

The meeting met its quorum and begun at 6.05pm

AGENDA ITEM 1	WELCOME & APOLOGIES FOR ABSENCE
Discussion:	The Chair welcomed everyone to the meeting.

AGENDA ITEM 2	DECLARATIONS OF INTEREST IN ITEMS ON THE AGENDA
Discussion:	None declared.

AGENDA ITEM 3	MINUTES OF THE LAST MEETING 12TH JANUARY 2021
Discussed:	<ul style="list-style-type: none">Job titles of CJ & AB corrected to 'Co-Headteacher'.Page 4: Sentence amended to 'A letter co-authored between FW and Co-Headteachers has informed parents that the school is over capacity.'
Agreed:	The minutes were accepted as an accurate record.

AGENDA ITEM 4	MATTERS ARISING FROM THE LAST MINUTES
Discussion:	Item 9: Remote learning policy must be approved by January 25 th . Governors should send any comments/questions to FW within 1 week, to collate and send to AB. The QE committee recommend the policy for approval and FW will chairs action approve the policy after FGB feedback. COMPLETED

AGENDA ITEM 5	EBACC SWOT PRESENTATION & QUESTIONS
Discussion:	LB presented her EBACC SWOT document:



- Strengths include collaboration on how best to assess, standardise and moderate whilst working remotely.
- Weaknesses: Practical skills have not been developed as it is difficult to do this remotely. Field trips will need to go ahead in the future. Particularly important for Y10 so they can access the exams for next year.
- Challenge in supporting students when not able to be in close proximity supporting as wave 1 interventions.
- Opportunities: Further opportunities for extending evidence-based pedagogy within the department. Range of pedagogical books ordered for use in subject areas to offer opportunities to improve student progress.
- New staff have been an asset. Currently have a vibrant, dynamic team across EBACC.
- More students opting for separate sciences.
- Opportunities include being able to run trips again to open student's worldview.
- Remote teaching has vastly improved over the last 2 months.
- Threats: With Brexit we are no longer part of the Erasmus scheme meaning lost connections with European school.
- Large amount of content in some subject areas already to get through.
- Medium Term Plan (MTP) completion requires more time for Humanities. This year has proven difficult to find the time.
- Preparing for next year's new intake and their considerable gaps.
- A growing division between students engaging with remote work and those who are not.
- 2nd Year teachers had their NQT year interrupted, CPD this year has been changed by being based off technology. The most junior colleagues requires further training.

Q: Regarding low engagement with remote learning, are these broadly disadvantaged pupils?

A: It has been mixed. Some SEN pupils have engaged well and have had linked TAs to assist them. Some students on the autistic spectrum can find the classroom a very difficult place and some have thrived in a smaller environment.

Q: How do you intend to address the gaps resulting from the pandemic for next year's intake?

A: For Science, the 'Working Scientifically' skills-based topic may be extended as primary schools may not have looked at Science in the way they normally would have. In general, low literacy skills may impact student's ability to engage with many parts of the curriculum.

Q: How is progressing the curriculum with Geography going?

A: Teachers are collaborating far more, standardising and moderating the assessments. Many of the curriculum changes are driven by the faculty changes and good recruitment.

AGENDA ITEM 6	DATA REPORT
Discussion:	<p>CJ presented the latest data report:</p> <ul style="list-style-type: none"> • All data generated before the last lockdown. • Y11 data is positive and bode well for CAGs. • Y10 data is concerning, particularly in Maths and Sciences. Child by child analysis showed a cohort of 30 that need additional help. Will be receiving further catch-up funding to help these children catch up. • Y9 & 8 forecasts are positive, engagement in Maths is increasing



- Y7 is concerning. There is literacy gap and a catch-up plan was put into place in case of school reopening, but this was not possible to action following the continued restrictions.

Q: Is it difficult to benchmark so early for Y7?

A: Yes, it is. There is no KS2 data available, there are some baselines but no other way to benchmark. Y7 transition went smoothly, and they have 4 years to catch up.

Q: Progress scores are generally looking positive, with the exception of Art and Maths in Y8/9/10?

A: For Art, the options process is a factor. There are a lot of children who know they are not going to take Art further. Y10 progress scores are influenced by 4 students disproportionately affecting this data. Maths is part of an ongoing conversation on how the assessments are done and a lot of work is going on to address this.

AGENDA ITEM 7	UPDATE ON REMOTE LEARNING
Discussion:	<ul style="list-style-type: none"> • Throughout this lockdown NMS have had a thorough metric, tracking 70% that dipped to 50% temporarily just before half term. 70% compares favourably to other schools. • Access to remote learning has been a high priority. • Work is uploaded weekly to allow flexibility to support the digital divide. • Investment in visualisers and webcams to support remote learning and teaching. • NMS has reacted well to remote learning in the 2nd lockdown remote learning. • Staff have built up skills on becoming more innovative and effective on how they provide feedback to student's work. <p>Q: What can we keep from the current way of working in the return to school? A: Some practices can carry over to the live classroom. AB gave an example where a teacher asked if they could show their explanations of work with a visualiser. Short feedback via email has been useful. The quality of cover lessons should improve. AB & CJ aim to spend some time over the summer to capture the teaching and learning pedagogy.</p> <p>Q: Are there options to include flexi-schooling in the return as some children may benefit from these different learning styles? A: NMS have done flexi school in the past in small cases, but logistics may not allow for this. There are many iterations and possibilities, now that the school will have WIFI, to make the classroom more bespoke.</p>

AGENDA ITEM 8	TEACHER WORKLOAD AND WELLBEING
Discussion:	<p>A staff voice was taken on what staff voice should be, the response that came back was that wellbeing and CPD could be enhanced.</p> <p>Staff voice findings were extremely positive in all areas. The small amount of negative feedback predominately comes from 3 staff members and AB is confident that the negative responses do not represent the general culture of the school.</p>



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AGENDA ITEM 9	CONTINGENCY PLANS FOR STUDENT'S RETURNING TO SCHOOL FROM MARCH 8TH
Discussion:	<ul style="list-style-type: none">• Staggering the start to get testing running safely. Full return to school will be by period 4 Wednesday. Monday & Tuesday will be a modified version of remote learning.• Enforced mask change by the tutor so that a brand-new mask is being used every afternoon.• 1000 fabric masks sourced that arrive on Thursday. Government have provided 6000 disposable masks.• NMS have the skills and kit to deliver the curriculum live and remotely.• The school will continue to be cautious. If a child is infected, not just the child next to them will go home, but they hope not to be sending whole year groups home.• Staff have the option to transmit their lesson live for the child at home or the lesson will be uploaded as a PowerPoint in a one-hour lag.• In the event of an asymptomatic positive test contact is made with parents, a full track and trace program will decide who needs to go home.• For a positive test, the group are taken to another room to start the track and trace in order to keep the test and trace going.• 89% of parents have responded the consent document with a 97% agreement rate.• Student support: Staff attitude is to not assume trauma. The school need to pick up on students who need support and provide it for them.

AGENDA ITEM 10	GCSE UPDATE
Discussion:	<ul style="list-style-type: none">• OFQUAL and DFE have published the guidance, but exam boards have until the end of March to publish their guidelines, leaving a tight timescale.• They will be awarding grades that the students are actually performing at, with an evidence base. Want to have more evidence towards the end of the term (Easter) allowed to use evidence across the programme of study.• The school are aware that Y11 have been worried about these developments. A portion of classes (10-25%) can be used for assessment. These will not be done in traditional exam conditions in the hall, they will be done in the classroom. The aim is to not constantly assess Y11 students and cause stress.• Deadline to send off the grades is 18th June. The exam board has trigger points that show that if the data differs from usual school grades, they are sampled.• Not allowed to tell any student their grades.• Unsure of when Y11 can legally leave. Awaiting guidance from DFE.

AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	No further business to discuss.

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	Tuesday 11 th May 6pm



New Mills School

There being no further business to discuss, the meeting closed at 7.58pm