



NEW MILLS SCHOOL QUALITY OF EDUCATION COMMITTEE MEETING MINUTES

Date:	Tuesday 29 th June 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:	Michael Shew (MS)	Co-opted Governor
Absence:	None	
In attendance:	Alison Barker (AB) Ed Salter (ES)	Co-Headteacher Clerk

The meeting met its quorum and begun at 6.01pm

AGENDA ITEM 1	WELCOME & APOLOGIES FOR ABSENCE
Discussion:	The Chair welcomed everyone to the meeting. Apologies were accepted from Michael Shew.

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

AGENDA ITEM 3	MINUTES OF THE LAST MEETING 11th MAY 2021
Agreed:	The minutes were accepted as an accurate record

AGENDA ITEM 4	MATTERS ARISING FROM THE LAST MINUTES
Discussion:	<ul style="list-style-type: none">Item 5: FW will update the FGB that curriculum reviews will be in place next year. COMPLETED an invitation was extended to wider governors for subjects linking to their skills set.Item 10: IT expertise to be addressed through skills matrix, governor training and governor recruitment. COMPLETED

AGENDA ITEM 5	OPEN SWOT
Discussion:	DH Presented the Open SWOT: Much of the focus for the last year and for September is still Covid related in the context of what the school has gone through. Strengths: <ul style="list-style-type: none">All BTECH subjects went through there standard moderation process despite COVID. External moderation reports were received, and the moderation supported the grading and was praised for the quality of work.



- Staff members have an improved mix of materials in the classrooms. A lot of the successes from blended learning have been kept for lessons in the classroom.
- 'Live Lessons' enthusiastically adopted by OPEN Faculty team and used effectively.

Weaknesses:

- Quality of remote provision and assessment was not consistent across the faculty.
- Practical work very difficult to replicate, as well as the need to keep practical materials sanitary, lack of group work in subjects like Drama. Undeniably students have had a less rich experience due to the limitations caused by Covid.
- Engagement was a challenge during lockdown, with some parents concentrating on Maths and English for their children.

Plan to address the identified weaknesses:

- Curriculum assessment model has worked well, asking teachers to submit highest and lowest achieving student to look at the difference in work and identify areas to improve.
- A central document has been produced to capture best practice from the lockdown on student engagement and completing work in a timely manner. This has already been completed.
- Improve student 'subject prioritisation' by exploring ways to place greater focus on pathways to further education/employment in OPEN

Opportunities:

- Reviewing individual curriculums has been utilised stemming from gained time, to continue to integrate digital best practices developed over the last 18 months
- Upskilling in technology has been a positive and staff have adapted excellently to introduce multimedia resources into the classroom.

Threats:

- Potential to slip back to 'status quo'. Lessons about remote lessons and IT skills continuing to improve should remain.

Plan to minimise the threats:

- Y9 option booklets have been produced and have led to good engagement with the students.
- DH will drive the upkeep of digital skills to make sure the growth in the school is continued.

FW requested that DH contact governors if there is anything they can do to assist with engagement.

Q: What have you gathered from observing classes that have mixed teaching methods?

A: A variety of resources, particularly multimedia, will help students that have varying levels of attainment and understanding. The varied the materials, the more engaged the students will be.

Q: Music GCSE is not running this year when historically at NMS it has been very strong, how will the balance be addressed next year?

A: The restrictions and advice from Covid mean that no concrete plans can be made. The intention is for Music to be running in September and the music teacher has been working on plans to achieve this throughout the year. However, the use of instruments for health and safety reasons could hinder the subject running.



The range of extra curricula offered by the music teacher as a one-person department is large but by focusing instead on building up the cohort may be beneficial to the subject.

Q: Are there plans to move music on to Pearson qualification?

A: These types of qualifications, among others, are being explored.

Q: What links with colleges and courses are being developed in Open subjects?

A: DH intends to become more involved in this area. Generating links is something that needs to be worked on. Currently DH is working with EM to work on Student Development curriculum for next year.

Q: Is the 'less rich' experience in the classroom affecting behaviour?

A: There is no evidence to suggest this. Students are happy to be back in the classroom, despite the slightly less enriching curriculum.

The committee thanked DH for his detailed report.

AGENDA ITEM 6

MATHS SWOT

Discussion:

SK presented the Maths SWOT:

Strengths:

- Higher attainment levels in GCSE and KS3.
- Good intervention support for PP and SEN students.
- New technology improvements such as the use of visualiser, voice over PowerPoint or OBS.
- Improvements to the medium-term plan have been completed.
- Use of Class chart and Hegarty Maths for regular feedback and reward engagement.
- Mass faculty team meetings arranged to support staff.

Weaknesses:

- Lack of visuals, demonstrations, and hands-on activities due to the covid restrictions.
- Restricted by lack of face-to-face contact can lead to a lack of confidence, engagement and motivation.

Plan to address the identified weaknesses:

- Make sure all students train to learn new IT skills and practice during the lesson.
- Provide extra after school support for students as a safe, accessible environment to continue learning to identify and fill any apparent gaps due to covid.

Opportunities:

- Continue to use Classcharts and Hegarty Maths to teach students self-regulation and independence
- SK believes that the department is now a unified department that works well together.

Threats:

- Limited uses of IT room & limitation of practical activities due to Covid restrictions.
- There is a language in Maths around vocabulary or understanding of longer written questions.

Plan to minimise the threats:



- Bringing enthusiasm into Maths e.g., UKMT, Mastery CPD for teachers, showing real world career links in the curriculum.
- All Maths teams to use the IT room for every year group at least once per week to support lessons and adopt the new technology.

Q: What support is needed to address the language issues?

A: The department is producing videos, working with the English department to check the style and structure of the questions. This is going into a document into showing the best way to frame questions to support the students.

Q: The balance between higher and foundation paper has been a contentious topic in the past, what is the balance like currently?

A: Pushing past student's fear and early failures in taking the higher papers are being addressed and confidence is being built so that they can achieve good results.

Q: Are there concerns over the incoming Y7 cohort and how much schooling they have missed?

A: Staff are confident the learning loss will be addressed next year; they may need to begin teaching at a Y6 level for some students and will catch up from that position.

Q: With SEND & PP children underachieving, could this be a standing discussion for the committee?

A: As curriculum reviews replace SWOTS for next year, this can be a part of the reviews carried out.

SK was thanked for her equally detailed presentation. SK and DH left the meeting at 6.09pm.

AGENDA ITEM 7	TAGS AND CATCH-UP INITIATIVES UPDATE
Discussion:	<p>AB gave a verbal update:</p> <ul style="list-style-type: none"> • Y9 booklets have been successful, and engagement has improved. This is a testament to the level of work that has gone into producing the materials. • Literacy initiative: AB carried out a whole school CPD that she designed with an external consultant. • Literacy programme is continuing, Y7&8 accelerated reader has been invested in. • As discussed in previous meetings, the school decided against using the national tutoring programme. However, the catch-up fund has been expanded so that next year schools can provide their own tutoring programme using their own teachers. AB is likely to recommend the resources being pushed to Y10.

AGENDA ITEM 8	REVIEW OF ASSESSMENT POLICY ANY OTHER BUSINESS & ITEMS FOR THE NEXT MEETING
Discussion:	<p>Changes made to the Assessment Policy renewal were highlighted:</p> <ul style="list-style-type: none"> • Page 3 "The professional best placed to judge the most appropriate way to provide students with formative feedback is their classroom teacher working in a context of



	<p>ongoing professional dialogue and development.” This has been in the CPD strand for the last 4 years and reflects current practice.</p> <ul style="list-style-type: none">• Summative assessment “There will be fixed summative assessments per academic year in every year group and a data-drop soon afterwards. These assessments are an important strand in our ‘multiple inadequate glances’ approach.” This came out of 2019 work with Evidence Based Education.• Feedback and Good practice: “Teachers should explicitly teach their classes how they will give feedback and how they expect their students to respond to it.” This is an enhancement of current practice.• Governor involvement in curriculum review addressed: Governors will have insight into work scrutiny through their involvement in half-termly curriculum review exercises.• Participating Governors should report back on curriculum reviews to the Quality of Education Committee <p>Q: What is the difference between summative and formative? A: Summative is an assessment of what the student can do at that time, it measures achievement. Formative feedback is about improving performance and mastery in a subject.</p> <p>Q: How has the teacher buy in been to this culture change? A: There will always be a place for individual written feedback for particular assessments. 5 years ago, with ‘life after levels’ there was pushback around assessment and marking culture, but this style is now embedded in the school.</p>
Action:	The committee recommended the Assessment Policy for approval at the next FGB meeting

AGENDA ITEM 9	ANY OTHER BUSINESS & ITEMS FOR THE NEXT MEETING
Discussion:	<p>Testing may be coming back into schools as per government instruction. It is possible more testing supplies will be sent to schools, with daily testing in schools if there is a positive case in the student’s class or year. Schools are awaiting news and guidance.</p> <p>There was a 3-day visit by the DCC School Improvement Officer on curriculum review and the verbal feedback has been positive. The school are awaiting a written report. If it is available in time, an update on this will be given at the FGB.</p>

AGENDA ITEM 10	MEETING DATES FOR NEXT YEAR
Discussion:	<p>Suggested Dates: 1st Half Term: Tuesday 28 September 2021 2nd Half Term: Tuesday 9 November 2021 3rd Half Term: Tuesday 18 January 2022 4th Half Term: Tuesday 8 March 2022 5th Half Term: Tuesday 10 May 2022 6th Half Term: Tuesday 28 June 2022</p> <p>The committee will respond to ES by 06.07.21 to confirm dates.</p>

There being no further business to discuss, the meeting closed at 7.49pm