



**ST. BEDE'S CATHOLIC JUNIOR SCHOOL**  
*celebrates life and learning*



**STANDARDS COMMITTEE**

**MINUTES OF MEETING HELD VIA ZOOM**  
**WEDNESDAY, 31<sup>ST</sup> MARCH, 2021**

**PRESENT**

Mrs. R. Chambers	Mrs. G. Geoghegan	Mrs. J. Rourke
Mrs. D. Barron	MFL Subject Leader	
Miss M. Hayes	Assistant English Subject Leader	
Miss J. Joynson	Art & Design Subject Leader	
Mrs. K. Woods	English Subject Leader	
Mrs. F. Tiernan	Minutes	

The meeting began with a prayer.

There were no matters arising from the last meeting.

**SCHOOL ACTION PLAN FEEDBACK AND SUBJECT LEADER REPORTS TO GOVERNORS: Q & A**

English: M. Hayes and K. Woods

Mrs. Woods shared actions taken since September and whilst pupils have been learning remotely. She advised that reading skills in some children who were receiving interventions has plateaued during the partial closure; however the focus is on Year 3 as when the reading ages/comprehension has been analysed this year group has the highest percentage of children reading BELOW their chronological age.

Regarding phonics: this was the focus for the autumn term and the progress effect size (linked to Visible Learning) is 0.80 (one year of progress for one year of teaching is equivalent to 0.40); and the effect size for Y4 additional phonics was 1.2 therefore, pupils have made accelerated progress in this area of the English curriculum. Any pupils below the 0.4+ effect size will continue to be supported in developing a secure understanding of phonics.

Comprehension skills have been affected more so than sight word reading and this will be a focus in the summer term to ensure the skills re-develop.

Writing has been impacted by the partial closure as both handwriting and grammar have been affected by the increased use of technology. There has also been a loss in confidence in pupils' writing. School staff are working on consistent use of rubrics and success criteria.



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Governors agreed, when face to face meetings resume, they would like to come and look at children's books.

RC: Did children read at home, including those pupils who had books delivered?

KW: many children kept up good regular reading habits; the remote learning also included comprehension tasks and all pupils were able to access Collins Reading Online books and tasks. The engagement of this is to be monitored.

Art & Design: J. Joynson

Miss Joynson shared actions taken since September and whilst pupils have been learning remotely. She explained the great progress made in art and design which has enable pupils to engage effectively in art during the partial closure. Teachers carefully considered the best teaching and learning approaches due to limitations in resources at home. Year 5 all participated in the Dot Art project and these have been submitted to the competition.

Due to the negative impact of Covid 19 on schools, progress in the action plans has been slower however, teacher workload and capacity has also been considered.

Next steps include use of an assessment tracker in art and design, CPD for staff from more expert artists (via Dot Art) and collaborating with other schools .

Governors both praised teachers' ability to teach art as a non-specialist and for their contributions to the curriculum remotely.

Geography and History: G. Geoghegan

Mrs. Geoghegan advised that the key focus is to develop localised, contextual units of work for these areas of the curriculum. Thus far, industrialisation, the Education Act and Victoria Park are being explored. Staff and pupils have responded very well to the new schemes of work (Collins Connected).

RC: is there a link between units in history and geography?

GG: There are 6 units in each subject a year. There are links between the subjects in some units but not all. This does enable pupils to make connections.

GG explained that the scheme ensures there are resources (question prompts, research, artefacts, maps etc.), a knowledge base, video links and assessment tasks.

These have all been easily adapted for learning remotely.

RC: Are there worksheets included? Response: No as the curriculum does not rely on this method of demonstrating learning. The schemes are more based around enquiry based learning.

RC: Does it cover the requirements to teach about diversity, national events, black history, transport? Response: Yes.



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Music: F. Tiernan

Mrs. Tiernan advised the governors that since Mr. Moss' retirement, Mr. Hurst has been ensuring teachers are able to access the Charanga music scheme of work. Teaching and learning in music has been more difficult due to Covid-19 restrictions; however, singing is now possible and this is completed as part of Collective Worship.

Class 7 are engaging in a Gospel Choir project this year.

Schools leaders recognise that a Music Subject Leader will need to be appointed.

16.42 p.m. Mr. P. Owen joined the meeting.

MFL: Mrs. Barron

Mrs. Barron explained that class teachers deliver MFL to their classes in Year 3 and 4 and she continues to teach Year 5 and 6.

The SoW is Language Angels and the teachers are able to deliver this well. Pronunciation is key as the demonstration is a native Spanish speaker.

Remote Learning: there has been 1 lesson per week with suitable resources for learning at home.

The SoW is consistent across all year groups and is cumulative. Year 3 join the school with no experience of taught MFL.

Summary:

JR: thanked the staff as they have shown due diligence when adding/purchasing schemes of work which are the best fit for the curriculum and school. She added that this will have a positive impact on the pupils' knowledge and understanding.

Q: Do pupils evaluate the curriculum?

Response: there are opportunities in lessons to evaluate learning, including through the use of the knowledge organisers. Subject Scrutiny also takes pupil voice into consideration. The School Council and House Captains also contribute to the curriculum development.

Governor Impact:

- Support for Subject Leaders
- Funding for a broad and balanced curriculum

### Any Other Business

Governors thanked Subject Leaders for their thorough and detailed Subject Policy and praised the inclusion of remote learning. They agreed that COVID can, and has impacted, on plans but all teachers should be praised for the continuing commitment to the education and wellbeing of pupils.

ACTION: Mrs. Tiernan to review and revise the Music Policy.

Subject Leaders thanked Governors for their continued support.

The meeting ended at 5.10pm.