

STANDARDS AND CURRICULUM COMMITTEE

MINUTES OF THE MEETING HELD ON TUESDAY 9 JUNE 2020 AT 3.00PM **VIA ZOOM VIDEOCONFERENCING**

PRESENT:

Jo Davis	LA (from 3.50pm until 4.15pm)
Mark Doyle	Governor (Chair)
Nick Gribben	Governor
Nicola Kearney	Community/Co-opted
Natalie Morley	Governor
Alison Sherman	Principal
Peter Winter	Governor

IN ATTENDANCE:

Paul Willerton	Senior Vice Principal
Kevin Harker	Staff (for item 9 only)
Stephen Ruffley	Clerk to the Governors

Item	The meeting being quorate, the Chair opened the meeting at 3.00pm
1.	APOLOGIES FOR ABSENCE There were no apologies for absence.
2.	DECLARATIONS OF INTEREST/POTENTIAL CONFLICTS OF LOYALTY There were no declarations of interest or potential conflicts of loyalty.
3.	NOTIFICATION OF URGENT BUSINESS There were no items to be included under urgent business.
4.	MINUTES OF THE PREVIOUS MEETING HELD ON 26 SEPTEMBER 2019 FOR APPROVAL The minutes of the meeting held on the 05 March 2020 were approved as a true and correct record and signed by the Chair.
5.	MATTERS ARISING The Committee noted that: <ul style="list-style-type: none"> Mr Willerton had made the agreed changes to the Academy Action Plan noted in item 6.

	<ul style="list-style-type: none"> • The changes to the English Department discussed at the last meeting had not gone ahead. The person in question was still a member of staff • The SEF had been amended by Mr Willerton • The amendment to the Plan with regards out of school visits had been delayed by the onset of the Covid-19 lockdown
6.	<p>OVERVIEW OF CURRENT PROVISION</p> <p>The Principal explained that the school had been open to children of keyworkers and those defined as vulnerable during the Covid-19 lockdown. The average attendance had been 5 or 6 pupils per day. Efforts were being made to encourage more pupils to attend.</p> <p>It was anticipated that school opening would be extended to Y10 and Y12 pupils from 15 June. Y12 pupils would each have a two hour tutorial per week for each subject. Sessions would be scheduled for a morning or an afternoon. The majority of these sessions would be in person, where teachers were shielding, they would be done virtually. Class sizes would be in single figures and social distancing guidance would be observed. For Y10 each student would have two hours of face to face contact per week, with one hour each for two of English, Maths or Science. These sessions would also be scheduled in a morning or an afternoon. Each class would have a maximum of eight pupils with a teacher delivering the lesson from the front of the class, there would be no book marking. Start times for different year groups would be staggered.</p> <p>The arrangements would be reviewed after the first two weeks of operation, the review would reference the 'R' number.</p> <p>Q. How many children were expected to attend? A. The Principal expected around 65% of pupils to attend</p> <p>Q. Had a rota been used for staffing since the lockdown began? A. It had, though the needs of staff with their own childcare issues had been recognised.</p>
7.	<p>PREDICTED OUTCOMES GCSE AND A LEVEL</p> <p>Mr Willerton spoke to his PowerPoint presentation and explained the methodology that had been adopted in the absence of formal examinations. This had focused on teacher predictions of likely grades for individual pupils. There were issues with the mechanism, not least that the previous performance of a school was taken into account, whilst Sutton was improving, this would not be reflected in the grade judgements for pupils. This element of the methodology was a source of frustration nationally for improving schools.</p> <p>Mr Willerton used a range of data tables to illustrate how the school had improved over the period from 2018 but noted that these improvements would not be fully reflected in the grades that pupils received.</p> <p>Mr Willerton noted that:</p> <ul style="list-style-type: none"> • There were a number of Y10 and Y12 pupils due to sit exams this summer which they wouldn't be able to take. • Ofqual had confirmed that they would accredit courses being completed at the end of Y10. This included English Literature for school, this was good news. • Ofqual would take predictions for vocational exams which contributed towards pupils final grades at the end of their studies. This was also good news. • Ofqual had announced that vocational grades would not be used in the 2021 performance tables.

	<p>Q. When would results be shared with students?</p> <p>A. The timetable was the same as in usual</p> <p>Q. Would there be an opportunity for discussion with students about grades?</p> <p>A. It was intended that staff would be prepared and would be able to discuss the circumstances around grades with pupils. Results envelopes would include an explanatory letter.</p>
8.	<p>SIXTH FORM PROVISION</p> <p>Mrs Sherman spoke to this item and explained that the position with regard sixth form provision was positive. It appeared that the Corvid-19 crisis had encouraged pupils to apply for places in the sixth form because it offered a sense of security for them. Any Y11 student who had applied for a place was guaranteed one. 121 Y11 students had expressed an interest, 85 were first choice selections. Some students who were unlikely to meet the usual entry standards had been made unconditional offers.</p> <p>New courses would be provided: Criminology and Travel and Tourism.</p> <p>There had been 37 firm applications from HAP.</p> <p>Q. What was the difference between HAP and HAP+?</p> <p>A. HAP+ were considered pupils with potential to attend Oxbridge</p> <p>Q. Was there a cost to the school?</p> <p>A. There was, for example the cost of IT kit to encourage more able students to the school</p> <p>Q. How would school address middle ability children?</p> <p>A. Through a transparent and personal approach with pupils. Parents would be part of the conversation too</p> <p>Q. What would the ideal class size be in the sixth form?</p> <p>A. The ideal size was 20 pupils</p> <p>Q. What was the capacity of a teaching room?</p> <p>A. These were smaller but there was always the option of using the main school</p> <p>Ms Sherman concluded by noting that the position with regard recruitment into Y12 in September was positive, however, retention into Y13 was a concern. The lasting effects of the lockdown may affect this.</p>
9.	<p>DISADVANTAGED PUPIL PREMIUM RECOVERY PLAN</p> <p><i>Mr Harker joined the meeting at 3.50pm for this item.</i></p> <p>It was explained to the Committee that the Plan was a draft document which had not yet been shared with the ALT. Mr Harker also noted that the Plan may be revised in the light of government advice.</p> <p>Mr Harker began by noting that a report by the IFS had confirmed that disadvantaged students had fallen further behind as a result of the Covid-19 crisis. There would be many barriers to learning for disadvantaged students when they returned to school, these might include family bereavement and family deprivation.</p> <p>Mr Harker explained that his Plan had three key strands:</p>

	<ul style="list-style-type: none"> • Academic Support • Pastoral and family support • Emotional and wellbeing support <p>Academic support included first quality teaching, the provision of IT equipment and a proposal that sixth form students might undertake a tutoring role with Y& and Y8 pupils</p> <p>Pastoral and family support included the provision of clear and consistent structures and boundaries and the creation of a family zone team of 4 to look after the families of the 40 most disadvantaged pupils at school</p> <p>Emotional and wellbeing support included training for pastoral staff and a range of learning opportunities for pupils and staff.</p> <p>Q. Would sixth form pupils have the detailed technical knowledge of English to be able to tutor Y7 and Y8 pupils?</p> <p>A. Suitable tutoring candidates would be identified and given appropriate training</p> <p>Q. Had there been any dialogue with the NCS about the new working circumstances after the Covid-19 lockdown?</p> <p>A. There had, the NCS were uncertain about what the future would look like for their service</p> <p>Q. Had disadvantaged families welcomed this approach?</p> <p>A. It had been a mixed bag, approaches had only been made to those likely to engage</p> <p>It was noted that the Plan was ambitious in scope and scale, but that doing less with greater quality be a positive step? Mr Harker considered this to be a reasonable observation. It may be that taking a phased approach, embedding elements before moving onto others would be a mechanism for implementation.</p> <p>Mr Harker was thanked for his contribution.</p>
10.	<p>PROPOSED CYCLE OF BUSINESS FOR THE STANDARDS AND CURRICULUM COMMITTEE 2020/2021</p> <p>Ms Sherman noted that the document was similar to one produced in previous years. It was a live document and therefore may change.</p> <p>The cycle of business was accepted. The Chair noted that the Covid-19 crisis meant that there was a degree of uncertainty about many aspects of life in the future, this included what school life would look like in September.</p>
11.	<p>URGENT BUSINESS</p> <p>There was no urgent business</p>
15.	<p>DATE AND TIME OF NEXT MEETING:</p> <p>Full Board meeting: 30 June 2020</p> <p>The Principal undertook to produce and share a schedule of meeting dates for the academic year 2020/2021.</p>

The meeting closed at 16:30

RACW
31/1/21