

**MIDDLEWICH HIGH SCHOOL
PROGRESS & ATTAINMENT COMMITTEE MEETING
PART 1 MINUTES**

Date:	Monday 22nd February 2020 at 4:30pm	
Venue:	Virtual Meeting using MS Teams	
Present:	Alan Dixon (ADI) Catherine Broadhurst (CBR) Colin Price (CPR) Heidi Thurland (HTD) Julie Brandreth (JBR) Mike Finney (MFI) Stuart Mayhead (SMA) Mike Taylor (MTA) Angela Deakin (ADE)	Co-opted Governor Co-opted Governor Parent Governor Head Teacher Co-opted Governor (Chair) Co-Opted Governor Co-Opted Governor Staff Governor Co-Opted Governor
Apologies:		
Absence:		
In attendance:	Rebecca Dale (RDA) Karen Holt (KHO) Emma Grant (EGR)	Clerk Assistant Headteacher: Curriculum Assistant Headteacher: Teaching & Learning

The meeting met its quorum and started at 4:37pm

AGENDA ITEM 1	WELCOME & APOLOGIES
Discussion:	<p>The chair opened the meeting and welcomed the committee members. ADE was welcomed to her first committee meeting.</p> <p>There were no apologies received.</p>

AGENDA ITEM 2	CONFLICT OF INTEREST (PECUNIARY OR OTHERWISE)
Discussion:	There are no conflicts of interest in relation to this meeting

AGENDA ITEM 3	APPROVAL OF THE MINUTES FROM THE PREVIOUS MEETING
Decision:	The committee resolved to approve the minutes from the meeting held on 30 th November 2020, subject to the amendments listed under item 4.

AGENDA ITEM 4	MATTERS ARISING FROM THE MINUTES FROM THE PREVIOUS MEETING
Discussion:	<p>Policies need to be listed under item 10</p> <p>Amendment to the number of science GCSE papers taken at higher level from 9 papers to 6 under Item 7</p>
Action	The amendments recorded above to be made to the minutes by: the clerk

AGENDA ITEM 5	GOVERNOR VISITS AND REPORTS (INCLUDING STEM REPORT FROM MED)
Discussion:	<p>The Governor Visit reports from the Careers and STEM Link Governor and the Curriculum Link Governor were circulated to the committee prior to the meeting.</p> <p><u>STEM</u> Key points following the report were: -</p> <ul style="list-style-type: none"> • National Careers week runs from the 1st to 6th March 2021 • Separate zoom meeting to be held with the DHT regarding education resources & the Education Grant scheme. • Virtual Faraday Challenge Season ends July 2021, open to students aged 7-15. <p>The committee agreed that the Covid-19 pandemic had had a significant impact on careers and STEM over the last 12 months, however are confident that this will be picked up when the school is able to reopen fully. The Careers Link governor is happy with the work that the Careers Lead has undertaken despite the challenges over the last 12 months.</p> <p><u>Curriculum</u> Key points following the report were: -</p> <ul style="list-style-type: none"> • Centre Assessed Grades (CAG) and Teacher Assessed Grades (TAG) for the current Y11 students (this will be picked up under item six).
Decision:	The committee resolved to accept the governor visit reports named above.
Action:	<ul style="list-style-type: none"> • Meeting with the DHT to be arranged by: Careers Link Governor

AGENDA ITEM 6	TRIAL EXAMINATION DATA ANALYSIS AND NEXT STEPS
Discussion:	<p>The report was presented to governors by the AHT: Teaching & Learning.</p> <p>The AHT: T&L ran through the exam data presentation and governors were invited to ask questions after each slide. Key points raised were: -</p> <ul style="list-style-type: none"> • Attainment 8 and Progress 8 – everything is measured against the Fischer Family Trust (FFT) data 50 for this cohort in English and Maths. This is a legacy issue and FFT 20 is now used for all other students and all subjects. • Attainment 8 looks at the 8 best subjects • Disadvantaged students are a quarter of a grade behind non-disadvantaged students in each subject. <p><i>Q) You stated that the marks from the trial exams were used to provide this data, however that some topics had not yet been covered. Therefore, are the marks indicating grades as current performance or are they being used to indicate the grades a student is likely to receive in the summer if continuing to work at this level? (i.e.) Is there an element of projection / prediction being built-in?</i></p> <p><i>A) Subjects such as history and geography might not have completed the syllabus fully. Therefore, this has been considered when making the grade prediction. An example would be if the French Revolution had not yet been covered the student may not be able to answer that question, but this has been accounted for when marking the paper and awarding the grade (there is a later slide which shows which subjects have completed the whole suite of exams).</i></p>

Q) You mention that contact has been made with parents regarding moving students from the maths higher paper to the foundation paper as the data from the trial exams has identified those who may struggle with the higher paper. This potentially could have a significant impact on their future and what they could study post-16, for example if they wished to study maths or physics at A 'Level. How confident are you that this is the right decision for those students?

A) Those choices are being made very carefully and we would not be moving students who just need more time. Consideration is being given to those students who may fail the exam if sat at the higher level but would get a good grade at foundation level. The Maths department are working closely with the Headteacher to ensure that the decisions are made carefully.

Q) What is the FFT target that the school is working towards?

A) The target for Maths and English is FFT50 for the current Y11 cohort and from next year onwards everything will be FFT20.

Q) Why have the higher concepts been left so late to be taught? If they are the more challenging concepts it would make sense to teach those earlier in order to have plenty of time for reinforcement and consolidation.

A) It is not the case that the higher concepts are not being taught. We are looking at building the most comprehensive picture we can of student performance across both the higher questions and the foundation questions so that students are being exposed to the full range of questions over time. Education has certainly been delivered differently over the last year. However in two weeks we will be back on site and as it stands currently it may be that GCSE results will be based upon teacher assessed grades. The DfE guidance around this will be released soon.

The Maths department are now building an evidence base across all the different topic areas in order to identify whether students are demonstrating consistent performance across those questions sets. This will help better determine whether they are a higher-level student and can therefore access the top grades.

This is a valid question, and it is one that the school is very concerned about. We know from conversations with the maths department and from what we are seeing on a weekly basis with students that the evidence base is certainly in place. I am confident that any decision-making around what may cap a student's grade will be based upon the current level they are performing at, and we still waiting to see whether the mini exam assessments are going to go ahead when students return. Until the school has clarity on this, we are building the profile per student across the question sets in order that the marks are accurately reflected.

Q) A lack of diction was cited as a key reason for children in receipt of pupil premium not being able to narrow the gap because they were not able to access the content on GCSE papers or really understand what the question was asking, so I was interested in what was being done to address this?

A) We have been carrying out explicit vocabulary teaching and the literacy lead has given examples to staff of different ways it can be done across the subjects. There has been a change in the way in which the curriculum is being delivered and it is having a positive impact. It was mentioned at the previous meeting about having subject specific diction in the knowledge organisers, and this is now being investigated - I want to look at this further to ensure that the knowledge organisers are being put to the best use.

	<p><i>Q) Does the published curriculum development plan need to be updated to reflect the changes being made due to Covid?</i></p> <p><i>A) The curriculum development plan is not subject specific and as such will not require updating. However, given the information being released by the DfE this evening there will be lots of planning to be done over the next couple of weeks. The SLT will meet with the Heads of Department that they individually line manage to identify a Raising Achievement plan. The data presented this evening is reflecting where the children are placed within a subject, what the HoD is doing currently within that subject and the suggested strategies to raise achievement in the subject.</i></p> <p><u>Centre Assessed Grades (CAGs) / Teacher Assessed Grades (TAGs)</u></p> <p>Y11 students are actively being encouraged to submit work to their tutors in support of potential Teacher Assessed Grades for their GCSE results in order to provide some more positive evidence of progress, especially if the trial exam results were lower than they expected. It is important for them to have that goal to keep their motivation going over the next few critical weeks</p> <p>The committee agreed that the assessment process is a very robust way to collect data and to make decisions and the AHT: Teaching & Learning was thanked for their enlightening presentation and thoughtful responses to Governor questions.</p>
Decision:	Governors resolved to accept the trial examination data analysis.

AGENDA ITEM 7	CAGs or TAGs and the Consultation Process
Discussion:	<p>The AHT: Curriculum presented to the committee on CAGs, TAGs and the consultation process. It was explained that Centre Assessed Grades (CAGs) were awarded in 2020 by teachers predicting what students would have achieved if they had taken their GCSEs. Schools had autonomy in designing their approach to generate those grades and Ofqual used an algorithm to moderate them.</p> <p>Teacher Assessed Grades (TAGs) are evidence-based and that evidence is based on the performance of the student in terms of his / her knowledge, skills and understanding. Therefore, evidence towards or at the end of the course will be a better, more reliable indicator of such performance, also incentivising students to continue to study and complete each syllabus.</p> <p>Whilst the school is still awaiting direction from Ofqual and the DfE regarding the 2021 GCSE examinations, the SLT have been working with the Heads of Department to gather evidence to support both teacher and centre assessed grades for GCSE results.</p> <p>Following subject specific interventions where identified, the school will also be looking to build in another set of trial exams at an appropriate point (tbc, dependent upon when Y11 are able to return fully to school).</p>
Action:	<ul style="list-style-type: none"> Email to be sent to the Curriculum link governor to share with the FGB once DfE / Ofqual have confirmed the way forward for GCSE results for 2021 by: AHT: Curriculum

AGENDA ITEM 8	Remote Learning Update and the Remote Education Review
<p>Discussion:</p>	<p>The following documents were circulated to the committee prior to the meeting:</p> <ul style="list-style-type: none"> • Remote Education Guidance to Parents • MHS Remote Education Review <p>The Remote Education Guidance to Parents is published on the school website.</p> <p><i>Q) On page 4 of the Guidance for Parents it refers to Hegarty maths, what is this? A) It is an online learning tool that teaches, assesses and tracks a student's performance.</i></p> <p>Laptop Update:</p> <ul style="list-style-type: none"> • The Head wrote to the local MP regarding the issues with providing laptops to students without remote access. • The school received 50 laptops that were not fit for purpose and are still trying to find a workaround for them • The SBM has secured a further 24 from the DfE • The school purchased 30 additional Chromebooks with PFA money and Covid catch-up funding <p>The head wished to thank staff for the substantial amount of work and effort invested into making sure that this aspect of the curriculum has been successful during lockdown. The SLT have identified many positive changes that could potentially stay or support what the school does, for example remote parents evening and the flexibility for staff around CPD / training sessions.</p> <p>The committee discussed the provision of IT for staff. It was not possible to provide all staff with new laptops to enable them to work from home due to budget restrictions and the need to prioritise the pupils.</p> <p><i>Q) Do some pupils learn better at home remotely than in the classroom? A) Absolutely, especially with anxious children and some of our reluctant Y11 boys, where they are not distracted by peers; it has enabled them to learn self-discipline. However, I would also say that they still need to develop the social skills that the school teaches them. Therefore, we need to ensure that we do not have a cohort of children who are just used to locking themselves away in the spare bedroom.</i></p> <p><u>Remote Education Review - Self-assessment</u></p> <p>The DfE provided a template to help schools review their remote education provision. It has identified areas where the school needs to make improvements. However it shows that the school has a good provision overall. The self-assessment is a working document that SLT will keep updating.</p> <p>As already mentioned, there are children who benefit from having this access at home, so the SLT want them to keep the laptops to support what they are doing in school with what can be done outside of school. It is also important to remember that we have got to look after the student's mental health and wellbeing, and that is identified within this document. This is work that can be continued when students return as it may identify things that we have not been aware of when the students have not been directly in front of us.</p>

	The Chair of the P&A Committee thanked the AHT: Curriculum for her work preparing these documents for Governor scrutiny as well as for the clarity of her answers.
Decision:	Governors resolved to accept the remote learning guide for parents and the DfE self-assessment
Action:	DfE Self-Assessment to be kept as a live document and updated as required by: AHT: Curriculum

AGENDA ITEM 9	CURRICULUM DESIGN
Discussion:	<p>The AHT: Curriculum presented to governors on the curriculum journey.</p> <p>Key points following the presentation were:</p> <ul style="list-style-type: none"> • The content of every subject offered at MHS has undergone an extensive review • No push-back received from the community regarding the changes to curriculum • Positive response from the community regarding the increased number of students now able to study a foreign language • Reviewing the curriculum has enabled students to have access to the right subjects for them (for example triple science / combined science) • SEND students now have bespoke personalised learning plans which facilitate increased levels of engagement • The Key Stage 3 curriculum now builds a strong foundation for Key Stage 4 students. • 18 months of strategic vision, planning and implementation now in place <p>The Headteacher thanked both the AHT: Curriculum and the Careers Lead for their work to build the infrastructure for curriculum and post-16.</p> <p><i>Q) You mentioned SEND. Does this model now provide a good basis for all students having an equal opportunity?</i></p> <p><i>A) Yes. There are now six students completing Step Up to English and Step Up to Maths. EBacc numbers have now increased by 18%. Putting the curriculum model in place and putting a better options process in place is one thing. However the important thing underneath it from a learning point of view is that the foundation at key stage 3 gives students a fighting chance of succeeding at key stage 4, so increasing hours for languages for example is part of that. Having a 3-year key stage three and not a 2-year key stage three is a large part of that and strengthening that key stage three curriculum, so they are better prepared for those choices provides students with more development time before they take these qualifications.</i></p> <p><i>Q) Are there many teachers having to teach out of their specialism at Middlewich?</i></p> <p><i>A) No, there are not many.</i></p> <p>The headteacher is confident that the school can deliver the same curriculum offer for the current year 8 students going into year 9 in 2022.</p> <p>The committee discussed the curriculum offer for SEND pupils: -</p> <ul style="list-style-type: none"> • Some students cannot access a foreign language due to their complex SEND • Despite some students having complex SEND they are still accessing the curriculum and sitting a broad set of qualifications <p>The priority for all students is to have the right qualifications for them for post 16 and their identified pathways</p>
Action:	<ul style="list-style-type: none"> • Update training log on GovernorHub to add Curriculum Design training by: all governors

AGENDA ITEM 10	POLICIES
Discussion:	<ol style="list-style-type: none"> 1. Remote Learning Policy 2. Curriculum Policy <p>The clerk informed governors that policy amendments are now in red font so there is no need to read the entire policy, just review the changes.</p>
Decision:	The committee resolved to approve the updated policies named above.
Action:	<ul style="list-style-type: none"> • Policies to be formatted and “draft” removed before being published on the school website by: the clerk

AGENDA ITEM 11	ANY OTHER BUSINESS
Discussion:	The Chair of the P&A Committee proposed that the training section for the next P&A meeting be changed to intervention training as this will dovetail with the students returning to school from w/c 8 th March 2021 as well as updating Governors regarding progress in implementing the “next steps” strategies discussed in response to the trial examinations.
Decision	The committee agreed to change the training as detailed above.

AGENDA ITEM 18	STATEMENT OF IMPACT
Discussion:	<ul style="list-style-type: none"> • Received, discussed and approved the minutes of the P&A Committee meeting held 30.11.2020, subject to the recorded amendments • Received, discussed and accepted reports on governor visits • Received, discussed and accepted the trial examination data analysis and next steps • Received, discussed and accepted the report on CAGs & TAGs and the consultation process • Received, discussed and accepted the Remote Learning Update and Self-Assessment report • Received, discussed and approved the policies listed under item 10 • Received curriculum design training. • Agreed to change the training at the P&A Committee meeting on 5th July 2021

There being no further business, the meeting closed at 19:17pm

**The next meeting of the Progress and Achievement committee will take place using MS Teams on
Monday 5th July 2021 at 4:30pm**