

The Swanage School
MINUTES OF THE MEETING OF THE STUDENT COMMITTEE
 Tuesday 17 November 2015, 5.30pm

Present: Isobel Tooley (Chair), Geoff Atkinson, Nick Brady, Tristram Hobson (Headteacher), John Lejeune, John Palmer-Snellin, Al Stephens, Emily Wyer

In attendance: Sue Fletcher (Clerk), , Sam Kerwood (Curriculum Area Leader, Science & Physical Education), Jenny Maraspin (Deputy Headteacher)

Item		Action	Lead	Date
STU 2.1	Apologies for Absence There were no apologies.			
STU 2.2	Declarations of Interest There were no declarations of interest or conflict of interest arising from any agenda item.			
STU 2.3	Membership The Chair reported that at the last meeting of the full governing body Emily Wyer had been appointed as a member of the Student Committee.			
STU 2.4	Minutes of the Last Meeting The minutes of the meeting held on 29 September 2015 were confirmed as an accurate record and signed.			
STU 2.5	Matters Arising and Actions <u>STU 1.7.2 Safeguarding</u> The Safeguarding Policy had been updated and published on the school's website. <u>STU 1.8 Policies</u> The Chair reported that she had approved the Assessment, Target Setting, Recording & Reporting Policy by chair's action following the agreement at the last meeting. This would be published on the website. <u>STU 1.16.2 Blue Sky Management Information System</u> The Chair noted that the full governing body had agreed with the Student Committee's suggestion that Blue Sky not be used as a tool for governors.			

STU 2.6

School Development Plan (SDP)

I. Teaching & Learning 2,3,4 [numbers refer to objectives on the SDP]: Challenge, Assessment and Literacy in Science and Physical Education (PE)

Sam Kerwood, Curriculum Area Leader for Science and P.E., was welcomed to the meeting to give a presentation on the work the department is doing towards meeting the objectives of the SDP. She highlighted in particular:

- Online resource “Explorer Science” provides an online textbook and tasks for Key Stage 3 (KS) students. Students without access to the internet at home are able to use the school’s computers.
- Literacy and numeracy tasks are embedded in classwork and homework.
- All tasks are differentiated for lower and higher ability students.
- Tasks and resources are being mapped to the new assessment framework [as presented by JM at the meeting on 29 September 2015]. Separate assessment folders enable students to take pride in the presentation of their work, and to keep abreast of their own progression. Assessment criteria sheets are proving valuable, with students keen to see criteria in advance and thus focus their work more appropriately. Self-assessment and peer-assessment is incorporated into lessons. In Science, “Solo Taxonomy” (which defines a hierarchy of skills relating to learning outcomes) is used as a criteria for marking assessments (e.g. identifying and listing at the lower level, through to predicting, hypothesizing and reflecting at the higher level).
- From 2016, triple science will be offered as an option (i.e. all student will do double science, with the third science available as an additional option subject); currently those students in Years 10 and 11 that take triple science do so in the same number of hours as double science.
- Catch-up sessions are being given in Science to Years 10 and 11, as large gaps in knowledge have been identified, and this year’s teaching time for Year 11 has been eroded by a need to catch up on controlled assessments for GCSE. These include tutor time, targeted group intervention, Challenge Days/Weeks, a day in the October and February half-terms and a day during the Easter holidays. Additional support at weekends will also be considered closer to the exams if

	<p>required. The schedules were said to be tight for these cohorts. A revision guide had been created and distributed to parents and workshops will provide coaching on areas such as revision techniques and managing stress.</p> <ul style="list-style-type: none"> • The current Year 7 would next year take part in an experimental trial with Bristol University (“Sci-Napse”) which is researching how to accelerate students’ learning of science. • Students were said to be very engaged with PE and the new PE teacher was reported to be doing some excellent work with them. There is also a need for catch-up teaching and learning in PE for Years 10 and 11 and controlled assessments for Year 11. Intervention sessions were taking place, and further teaching time will be needed to cover the required content. Mock exam results had been poor, but more recent results showed good improvement. • Long term aspirations for Science are to liaise with primary schools on the transition from KS2 to KS3 given the large variation in KS2 knowledge, and to form links with scientific industry, facilitating visits and visitors. In PE, long term aspirations are to achieve sporting excellence and increase student participation in extracurricular activities. <p>Governors thanked SK for her informative presentation and recognized her hard work and the progress made since she had started at the school in September.</p> <p>[Sam Kerwood left the meeting]</p>		
	<p>2. <u>Teaching & Learning 1: Student Progress Data</u> TH informed governors that some issues with grading under the new assessment framework for Key Stage 4 in particular had become evident on production of the progress data. A training need had been identified in relation to marking based on the predicted grade (what the student is predicted to attain in their GCSE if they continue on the same path) and the current grade (what the student would achieve if sitting a GCSE today), with a view to ensuring data entry is based on the predicted grade as per the new assessment framework. Further continuing professional development (CPD) time will be given to this over the next few weeks.</p> <p>The consequence of the above was that the Year 11 data presented to the committee showed far worse predicted results than previous data sets, though the predicted Progress 8 measures were still positive for all groups except for Free School Meal students which were slightly negative.</p>		

	<p>There was some discussion of the pros and cons of “down-marking” and whether this is effective in motivating students. Many staff were said to be erring on the side of caution when they considered a grade to be borderline.</p> <p>TH confirmed that a plan of intervention is in place for Year 11 students post mock-GCSE’s. Once mock-GCSE results are available, staff will consider what intervention is appropriate for each student. This could include, for example, dropping a subject, extra teaching, counselling or mentoring. The leadership team is also considering whether to add an extra hour onto the day for Year 11 students to facilitate additional lesson time. The day would be from 8.30am-4.30pm and would be the case in future years as well as for the current cohort.</p> <p>Governors asked whether the interventions would include a strategy for teaching students some techniques for managing stress and anxiety. TH responded that this would be included and the benefit of having such a small cohort (35 students) meant that it was possible to assess support needs on an individual basis.</p> <p>No data was presented for Years 7 to 10 (inclusive), as TH would need to carefully review the information once it had been prepared by the data manager. It was noted that the data manager had been busy with exam entries and preparations for mock exams. The Chair requested that data be circulated to the committee when it had been reviewed by TH, so that the governors could properly hold the school to account on the important area of student progress.</p> <p>AGREED that TH would circulate data to the committee once he was happy with it.</p>	Circulate data for other year groups	TH	End of term (18 Dec 2015)
3.	<p><u>Teaching & Learning 3: Develop Academic Challenge</u></p> <p>JM informed governors that teaching staff meet every Friday morning to share good practice and in small groups of three for peer coaching, reflecting on a lesson study and discussing the impact that various activities have. Learning walks by senior staff focus on challenging lessons.</p> <p>Whilst still being developed, the new Teaching & Learning intranet is now available and being used for sharing resources and information. There is already a lot of content on the site.</p>			
4.	<p><u>Leadership 2: Information, Advice & Guidance (IAG) Programme</u></p>			

	<p>TH updated governors on the IAG programme to date and forthcoming plans. The post-16 evening had been well attended by providers of post-16 education and training, and by students. As a result, many Year 10 and 11 students have a clearer idea of their next steps. This will be followed up with 1-to-1 meetings between TH and each student and, if additional support is appropriate, a meeting with the Connexions Service.</p>			
STU 2.7	<p>Committee Self-evaluation</p> <p>The committee reflected on their meetings and methods. Governors felt the meetings provided valuable information about teaching and learning, thereby enabling them to feel a better connection with the school and its staff, and better able to provide assurance to parents and the wider community that the governors and the school are dealing with issues which may arise. Presentations from staff were identified as being a particularly positive feature of the meetings for this reason.</p> <p>It was recognized that the remit of the committee was large, and TH welcomed the fact that the Chair had met with him to consider a plan of business that would be purposeful and manageable by focusing on the core objectives of the SDP.</p> <p>TH and JM expressed a view that the Student Committee appropriately held the senior leadership team to account and helped to give clarity to what they are doing and why, through relevant and probing questions. This helped keep them focused on things that would have a positive impact on the life of students and staff.</p> <p>An increased use of working parties could be considered, to allow for detailed discussion outside of the committee meetings.</p>			
STU 2.8	<p>Receive Reports</p> <p>1. <u>Working Group on Attendance/Parental Engagement</u> JL reported that the working group has not yet met. He informed the committee that he would be meeting with the headteacher of St Mary's primary school to discuss parental engagement at primary level, and hoped to meet with the headteacher or a governor of the other primaries in due course.</p> <p>The Chair requested an update of the working group at the next meeting.</p> <p>2. <u>Special Education Needs (SEN)</u></p>	Remind CS	Clerk	24 Nov 2015

	<p>The governor for SEN had reported to the full governing body at its meeting on 21 October 2015 and had nothing additional to report.</p> <p>3. <u>E-safety (including e-safety on school trips)</u> The governor for e-safety led a discussion on e-safety on residential school trips, with particular reference to a forthcoming trip to France. It was noted that an acceptable usage agreement should be in place and signed by students/parents prior to trips, with regard to what devices and usage are acceptable. Of particular concern was the potential for younger students to be influenced or exposed to inappropriate material by older students and students' use of social media, in particular the posting of photographs of other students. The engagement of students was felt to be crucial for any such agreement to have effect and TH said staff would meet with students before a trip so that they have an opportunity to discuss the issues and agree as a group what is and is not appropriate and acceptable. The need for students to be able to make decisions and take responsibility for their actions as part of their own moral learning journey was also voiced, to counter having an overly strict set of rules.</p> <p>AGREED that the Home-School Agreement should also be updated to include use of electronic devices on school trips, and that the school should consider asking parents to sign this at the start of each year, rather than just when their child joins the school.</p>	<p>Meet with students and agree acceptable use.</p> <p>Update agreement.</p>	<p>TH</p> <p>TH/JM</p>	<p>Before trip</p> <p>Dec 2015</p>
STU 2.9	<p>Policies</p> <p>1. <u>Behaviour & Exclusions Policy (noting that attendance has been split into a separate policy)</u> The Chair noted that the Policy had been updated to more fully reflect the exclusions procedure, and noted that the panel for reviewing exclusions would be trained. She also noted a further amendment that would be made to the draft presented to the committee, to take account of guidance for including the excluded pupil in any panel meeting. She invited further comments or amendments to be sent after the meeting, and would then approve the policy by chair's action.</p> <p>AGREED that the Chair would approve the policy after one week if there were no further amendments/comments.</p> <p>2. <u>Sex & Relationships Policy</u> Governors discussed with TH and JM how policy becomes practice in relation to the teaching of sex and relationships, and the training that staff receive. For Years 7 and 8, the delivery of sex and relationships topics is within the Science curriculum, whereas for Year 9 upwards it is delivered as part of the</p>	<p>Send comments</p> <p>Approve policy</p>	<p>All</p> <p>Chair</p>	<p>24 Nov 2015</p> <p>24 Nov 2015</p>

	<p>Personal, Social, Health & Economic (PSHE) curriculum which is taught by a number of different staff. Training would be via team training rather than whole school CPD.</p> <p>APPROVED the Sex & Relationship Policy, noting that an update on how the policy becomes practice should form part of a presentation by the relevant CAL at a future meeting (scheduled for the first meeting of the Summer term).</p> <p>3. <u>E-safety Policy</u> APPROVED subject to minor changes to the table on page 8.</p>	<p>Publish policy. Brief CAL prior to presentation</p> <p>Update & publish</p>	<p>Clerk</p> <p>Clerk</p> <p>Clerk</p>	<p>24 Nov 2015</p> <p>April 2016</p> <p>24 Nov 2016</p>
STU 2.10	<p>Plan for 2016/17 Curriculum and Recruitment TH reported that the Year 7 cohort in 2016 will again be a 3-class intake, on the expectation that the school will be fully subscribed. Overall, some additional teaching hours will be needed, although this is yet to be modelled. In some cases these can be provided for by an increase in the hours of part-time staff. The largest impact is likely to be the increase in Year 11 hours. Additional hours will also be required for Science in Year 10 due to the plan to allow for a third science to be chosen as an option. This may require an additional science teacher to be recruited. Philosophy and Religious Education will be kept as a compulsory GCSE.</p>			
STU 2.11	<p>Confidentiality No items were considered to require confidential minutes.</p>			
STU 2.12	<p>Any Other Business</p> <p><u>School Reports</u> Several governors who are also parents of students at the school raised concerns regarding the information given in recent school reports, and the format of these. TH acknowledged that the reports were not ideal. The lack of contextual information and grades not reflecting feedback given at parents' evenings was considered unhelpful and confusing for parents and students. Accuracy of the grading was also an issue, as noted under STU 2.6.2 above. Whilst acknowledging that the information in the reports had been too rudimentary, TH felt it was not desirable to have teachers write lengthy reports every half-term. He was considering asking staff to produce three statements per class relating to what the class has been learning, how they have been assessed and what they will learn in the next half-term, to help keep parents informed.</p>			

STU 2.13	<p>Next meeting The next meeting will be held on Wednesday 20 January 2016 and provisionally will include:</p> <ul style="list-style-type: none"> - a review of the following policies: <ul style="list-style-type: none"> • Attendance Policy • Numeracy Policy • ICT Policy • Policy for Looked After Children - SDP action review of: <ul style="list-style-type: none"> • student progress data • progress on literacy since the update at April 2015 • challenge, assessment and literacy in English and Modern Foreign Languages • The Swanage School Leadership Challenge 			
	The meeting closed at 7.50pm			