

	<p>action.</p> <p>iii) The Collective Worship Policy had been circulated for comment and approved by Chair's Action.</p> <p><u>STU 5.8 Mental Health</u> The Chair confirmed that the full governing body had approved the recommendation that Emily Wyer be appointed to a new post of link governor for mental health, reporting to the Student Committee.</p>			
STU 6.5	<p>School Development Plan (SDP)</p> <p>I. <u>Teaching & Learning 2,3,4: Challenge & Assessment in Mathematics</u> JM briefed the committee in place of the Curriculum Area Leader (CAL) who was unable to attend the meeting. In particular, she was asked by the Chair to comment on four questions:</p> <p>i) <i>Is numeracy improving, and how is this being measured?</i> JM reported that students had been given a mental maths test at the start of the academic year and at Christmas. It was planned to test again at the end of the year to measure progress, thus at present she was unable to say if scores had improved. She noted that numeracy had been delivered by tutors in tutor-time and had initially been received with the engagement and enthusiasm of both students and staff, but this had plateaued as the year progressed.</p> <p>ii) <i>How are mathematical techniques being used in other subjects and how are the non-maths teachers developing their confidence in this area?</i> Some dovetailing with Science and Design & Technology lessons was already in place, meaning that mathematical techniques are reinforced in practice shortly after being taught in the mathematics lesson. This would be extended over the coming academic year. To develop cross-curricular links with humanities subjects, an increased mathematics element had been introduced into the independent learning projects (e.g. statistics) and this would be extended further next year. A new member of staff for September 2016 had already devoted some time to discussing how to include mathematics into the geography curriculum. Some team teaching across the subject areas was also being introduced. Joint lesson study with Swanage Primary School would focus on developing numeracy delivery but, as it had become evident that some non-mathematics teachers felt less confident in applying the activities effectively, numeracy would be taken out of tutor-time for 2016/17.</p>	Numeracy data for Autumn meeting	SE (JM)	Sep 16

	<p>iii) <i>How are the brightest students being challenged academically in this curriculum area?</i> JM briefed the committee on various ways in which the brightest mathematics students are challenged. These included access to further mathematics and the use of academically “rich” tasks involving a problem-solving approach. Links to the Exeter Mathematics School meant some had been invited to a lecture series or summer camp. Entry to competitions locally and nationally was increasing and had yielded positive results.</p> <p>iv) <i>What things in your curriculum area are you pleased with so far this year and what would you like to change if you could?</i> JM and TH observed that it was not ideal for the CAL to have two members of the senior leadership team (SLT) in the mathematics team. The Chair asked about observation and feedback arrangements in this situation. It was confirmed TH is observed by JM, and increasingly both are held to account by the CAL, but acknowledged there is scope for improvement in this regard. Their own reflective, self-assessment was aided by lesson study and other elements of the continuing professional development (CPD) programme.</p> <p>An area of significant change was the new format of the examinations, requiring developments in lesson delivery and a move towards embedding a problem-solving approach. Getting the right approach for the new style GCSEs would be a primary focus for the coming year, as would extending the cross-curricular work referred to above.</p> <p>2. <u>Teaching & Learning 2,3: Academic Challenge and Review of Assessment Framework</u> JM outlined the strategies that have been introduced to ensure all students are appropriately supported and challenged. There had been a strong focus on differentiation and challenge in staff CPD sessions during the year, with a move towards embedding additional challenges rather than “bolt-on” extra tasks. The pro-forma used for learning walks (lesson observations) had been updated to focus on checking for challenge in the classroom, as had pre-observation questions. The independent learning project had been revamped to provide more structure to the learning, based on reflections from the previous academic year, and sample projects were shown to governors. These half-termly projects focused on developing higher level skills such as analyzing, evaluating and creating (ref. Bloom’s Taxonomy).</p> <p>The assessment framework was reported to be continually developing as it became more embedded in the school and as the range of assessment activities was increased. JM reported that all departments are now using the assessment sheets and the framework is adapted to reflect curriculum needs where required. Teacher and student feedback is largely positive. Areas of focus for the coming year were said</p>	<p>Plan for developing teaching of new GCSEs</p>	<p>SE (JM)</p>	<p>2016/17</p>
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	<p>to be: the use of electronic mark-books, extending the use and depth of benchmarking and moderating outside of The Swanage School, extending the range of assessment activities, and developing a deeper conversation in staff-student feedback and peer-to-peer feedback.</p> <p>3. <u>Teaching & Learning 4: Results of Literacy Strategy</u> As data was not yet available, it was decided to defer this item until the Autumn Term.</p> <p>4. <u>Behaviour 1: Attendance</u> Data showed that attendance was just over 95% for the Summer Term, and therefore was on target. The impact of attendance meetings with parents was discussed, with TH reporting that they had been largely successful in increasing the attendance of the students concerned. In the first wave of meetings, 18 out of 21 students had increased their attendance, and from the second wave of meetings 6 out of the 7 students concerned had improved. Governors noted that, as a cohort, students on free school meals had poorer attendance, but understood this is not uncommon. Attendance for the GCSE exams was 100% except for one student who missed one examination due to illness.</p> <p>5. <u>Behaviour 2: Swanage School Challenge Update</u> Subsequent to the last meeting of the committee, it had been decided to launch the Swanage School Challenge in September rather than May. The draft Challenge had met with a positive response in a meeting with the Heads of House (HOH) and current student leaders, who would help promote it.</p>	Literacy data to be on Autumn Term agenda	Clerk	Oct 16
STU 6.6	<p>Policies Neither the Numeracy Policy or Policy for Academically More Able Students, which had been on the agenda, were available for governors to re-approve. As policy review had often been last-minute or deferred, the Chair asked for an explanation as to why this had been the case. TH and JM noted that they, as senior leaders and in keeping with the vision and ethos of the school, choose to be present and actively engaged in the day-to-day life of the school in addition to their strategic, planning and management responsibilities, and therefore have to take a pragmatic approach to time-management. Whilst recognising the importance of policy review, TH expressed that it is ideally not something to be done by an individual as a paper exercise, but rather should be the result of discussion between the SLT, CALs, HOH and other relevant staff, but that such time was extremely difficult to find given the many other priorities and workload. It was agreed that policies should reflect what the SLT are aiming to achieve in practice and that they should be in harmony with teaching and learning, behavior management, etc. It was suggested that identifying and focusing on policies that relate to the priorities on the SDP might be a sensible approach in future to ensure that policy review continues and is meaningful.</p>	SDP to include review of policies relevant to development initiatives	SLT	Sep 16

<p>STU 6.7</p>	<p>Reports</p> <p>1. <u>Special Education Needs (SEN)</u> AS reported that the SEN arrangements for the Year 11 GCSE's had gone well and that planning had already started for the current Year 10's. She noted that the Special Educational Needs Co-ordinator is very effective in his role and that she is happy with SEND provision overall.</p> <p>The SEN Information Report, agreed at the last meeting, was not yet published on the website and would be followed up by the Clerk.</p> <p>2. <u>Safeguarding</u> AS had circulated the revised guidance document "Keeping Children Safe in Education" and will update the full governing body on any implications. She noted that Dorset Safeguarding Board will send out model policies. The Safeguarding & Welfare Officer was reported to be accessing local resources and was proactive in making contacts and connecting with relevant support teams.</p> <p>On behalf of the committee, the Chair thanked AS for her work throughout the year in her role as link governor for SEN and Safeguarding.</p> <p>3. <u>Mental Health</u> EW reported that she hopes to meet with relevant staff before the end of term, and will try and make links with other governors with a similar mental health brief. She noted that she will be interested in looking at evidence for measuring how effective the pupil premium is in this regard.</p> <p>4. <u>E-safety</u> NB reported that he had a productive meeting with the Safeguarding & Welfare Officer during which they conducted an online self-review for e-safety (360° Safe). A Safeguarding & E-safety plan of action for 2016/17 was circulated.</p> <p>The Chair thanked NB for his work as link governor for e-safety.</p>	<p>Follow-up</p>	<p>Clerk</p>	<p>5 Jul 16</p>
<p>STU 6.8</p>	<p>Homework In response to an observation made at the last meeting that there was anecdotal evidence of homework not being evenly applied across year groups, a report had been produced from "Show My Homework". This</p>			

	<p>showed that homework is variable, both across the year groups and across subjects, although it was recognised that there are genuine reasons for variety as well as a possible issue to be addressed. For example, some classes take place only once a fortnight and in some subjects a lower amount of homework may reflect longer or more substantial projects being set.</p> <p>It was agreed by governors and the SLT that there should be value to homework and that more homework “for the sake of it” was not desirable. Ensuring value, consistency and recording of homework would likely form an objective on the SDP for 2016/17.</p>			
STU 6.9	<p>Work Experience Survey feedback from 42 of the Year 10 students who had completed a work experience week in April was overwhelmingly positive, with 40 students indicating they would “recommend that the school has work experience next year”, 32 saying their placement had helped them in “deciding which career they would like to follow”, and 34 saying they would recommend the placement they had undertaken. TH believed work experience was valuable and reported that feedback from the employers was mostly positive.</p>			
STU 6.10	<p>EBacc The Chair reported that there is to be a government debate on the EBacc on 4 July 2016, noting that this is perhaps why no response to the consultation had yet been made public. If the EBacc becomes compulsory, no discussion by the committee would be needed. However, if it is not made compulsory, the Chair noted that a discussion should take place prior to the curriculum plan for optional subjects being decided. It was agreed to defer discussion, if required, to September and tie it in with consideration of the GCSE results.</p>	Agenda	Clerk	Sep/Oct 16
STU 6.11	<p>Medical Incidents: Reporting to Parents Governors sought and received confirmation that policy and practice is for parents to be informed if a student requires first aid or has a medical issue, it being acknowledged that in one or two cases this had not happened due to a staff mistake.</p>			
STU 6.12	<p>Committee Priorities for 2016/17 In discussing potential priority areas for 2016/17, the committee summarized the following possibilities:</p> <ul style="list-style-type: none"> - homework: consistency, ensuring that it is focused and meaningful and includes reference to assessment sheets where relevant - development of inter-peer and holistic working - continuing and promoting the exceptional work that is being done in teaching & learning 	Consider when drawing up SDP for 2016/17	TH/JM	Sep 16

	<ul style="list-style-type: none"> - further developing cross-curricular links - further developing use of technology in teaching & learning and making most effective use of existing IT resources - ensuring that staff have adequate time to focus on mental health issues - continued evaluation and improvement of problem-based learning - continued work on numeracy and literacy - launching the Swanage School Challenge - ensuring progress of the current Year 10 cohort - ensuring staff gain familiarity and confidence of the grade 8/9 boundaries. <p>Members of the committee praised the school for creating an excellent environment for teaching and learning and for meeting most of its student-committee objectives for the year. The committee is looking forward to finding out the GCSE results in August.</p>	Inform governors of GCSE results	TH	Aug 16
STU 6.13	<p>Confidentiality No items were deemed to require confidential minutes.</p>			
STU 6.14	<p>Any Other Business None.</p>			
STU 6.15	<p>Next Meeting Date to be confirmed and with the following provisionally on the agenda:</p> <ul style="list-style-type: none"> - GCSE results / progress data - 2015/16 progress and attainment data for Years 7 to 10 - Numeracy and literacy progress data for 2015/16 - Scheme of delegation annual review - School Development Plan - Annual student survey - Parent survey responses relevant to Student Committee - Swanage School Challenge - EBacc / Curriculum planning - ICT policy <p>The meeting closed at 7.45pm</p>			