

	<p>tutoring. There is ongoing national lobbying of the DfE to avoid ring-fenced funding, so that each school can make a judgement on the best use of these funds locally.</p> <ul style="list-style-type: none"> • Summer school provision – This is not something that KEVICC will be doing and the decision was taken on the basis of desirability and feasibility: there is no expectation of large parental uptake and there are staffing limitations over the summer. <p><i>KS raised concerns over rising Year 7s not being ready for secondary school like they would usually be. AS stated that he has had conversations with Head Teachers of 3 feeder schools recently and it has been agreed that despite a lack of Year 6 SATs data, the assessment on arrival into Year 7 is sufficient. However, work is being retained by primaries for sharing with KEVICC, if evidence is required. FC added that there are far better returns from primary schools this year on data for below / expected / greater depth levels.</i></p> <p><i>KS asked for GL assessment information from Ben (commercial provider - www.gl-assessment.co.uk/)? BC stated that this is priority work for benchmarking attainment and progress. AL added that it examines how well the national curriculum has been learnt and data will be used to plan for September. 2 tests will be undertaken in Year 7 from now on.</i></p> <p><i>JL raised concern that there may be too much testing and asked how it is presented to students? AL confirmed that these are not worrying tests for reporting on as they are simply used to identify gaps in knowledge and to reassure pupils – they are not onerous or stressful and there are no revision lessons. SLT have taken the decision to only use the data internally, so there is no feedback to pupils/parents/carers currently.</i></p>	
4	<p>Year 13 and Year 11 Spring data drop</p> <p>AS stated that the Spring 2021 data gives a good picture, but government guidance is to be cautious in using 2020 data as a starting point. Centre Assessed Grades (CAGs) cannot yet be shared.</p> <ul style="list-style-type: none"> • Spring '21 Progress 8 data is +0.31, which is in-line with expectations. • English attainment at Level 5 and above is stronger than last year and this is reflected in the school assessments. In core subjects, English attainment and progress are higher than maths & science. • GCSE strengths lie in art, film, chemistry, physics, media, music, RS and photography. • Questions to address in history and Spanish as there is a change on 2020 results. • For disadvantaged pupils, the gap still exists as expected and is in-line with predictions. • Attainment will be higher than 2019 due to the effect of no exams. • Relative performance reflects historic patterns. <p><i>HB asked why the chemistry and physics data is so variable? AS stated that these are small cohorts, so there is a lot of variance.</i></p> <p><i>KS asked if improvements in the English department led AS to have confidence in English CAG? AS stated that teacher assessment is more rigorous and thorough now, but we know assessment this year doesn't reflect the historic patterns so we are reticent to expect this level of performance in an exam.</i></p> <p><i>JL asked if the lessons learnt by the English department are shared across others faculties? AS stated that good practice is shared, but he's mindful that this is not an exam-based performance assessment.</i></p>	

	<p><i>LD asked why maths is shown to be underperforming relative to other subjects, yet BC's report references the high quality teaching in this area? AS reiterated that the relative performance in maths is OK and the difference is that every student has to take this core subject – there will be a difference between this and options subjects where choice and willingness to learn have been exercised.</i></p> <ul style="list-style-type: none"> • A'Level cohort sizes mean there is greater variability, but also greater confidence in value added. This currently sits at +0.44, which is a broadly similar story to 2020. • A'Level strengths lie in art, chemistry, French, further maths, geography, PE and Spanish. • Questions to address in computing and film, although there is clear value added in the small computing cohort. • All A'Level spring data is in-line with, but slightly under, the 2020 CAG results. • All data has been used to help the rigorous moderation process this year. <p>KS requested that a new column showing value-added be included in future on governor reports. HB offered her thanks to all teachers and the moderation team for their work.</p>	AS
5	<p>Quality of Learning & Teaching (Ben Cotton) Every faculty is involving external expertise. There is significant work ongoing on the priority areas of SEND and disadvantaged pupils – the gap has narrowed but is still a focus area. Core subjects remain a priority for robust quality assurance work, including external experts on curriculum and assessment. There is continual evaluation, refinement and improvement.</p> <p><i>JL congratulated BC on the lesson visit feedback document, which was shared with governors and asked what the planned action will be as a result of the faculty reviews? BC confirmed there is a huge amount of work on the curriculum to ensure greater consistency. In science, a booklet approach is being adopted from Year 7 to ensure the offer is robust in KS3 and Rosenshine principles are being embedded. This is an exciting next step.</i></p> <p><i>JL asked if students will have their expectations managed regarding CAG results? BC confirmed that for transparency and fairness, a progress check of 3 sets of data was shared with pupils and their parents/carers. Grades have not been shared for assessment (this is a statutory ruling).</i></p> <p><i>JL asked what the expectations are for Ofqual (The Office of Qualifications and Examinations Regulation) grade changes and appeals? BC stated that Ofqual are likely to take a paperwork / sampling process approach. A robust process has been taken by the college, including considering mitigating circumstances. Appeals have to be compiled through the college.</i></p> <p><i>HB asked what the lack of consistency in teaching is caused by? BC stated that there are a myriad of reasons, including levels of experience and resistance to change. Common approaches are used and best practice is shared. BC is looking at adding time for coaching next year and continues to encourage lesson visits.</i></p>	
6	<p>Update on Curriculum Development (Anne Law) The amount of external development of the KS3 core curriculum has been very valuable and the focus now moves onto evaluating the impact of the curriculum, with devoted SLT time for work scrutiny to establish levels of learning. Focus will be on 1) the key concepts being learnt in each subject and 2) the increasing demands over time for more in-depth understanding of these. Refinements can then be made.</p> <p>A priority from September is to develop teacher confidence in the curriculum, for improved and effective teaching. Enormous improvements have been seen and we now want this to be reflected in pupil outcomes.</p>	

	<i>JL asked what happens to children who return home after being in care? AL stated that funding is withdrawn, which can be very challenging for pastoral support, but this and safeguarding remain high on the school agenda for those children. KM added that these children can still qualify for some extra support, but this is not a cash receipt.</i>	
7	<p>Attendance Update – Fay Crellan Attendance requires improvement, but this is caveated by the significant impact of the government reporting requirements for vulnerable groups & the expectation that they should be present on-site when the school was closed to all other pupils. This resulted in many students moving from good attendance to "persistently absent" because they were not on-site, but instead were engaging with online learning during school closure, like their peers. <i>KS noted the surprising gap between Year 11 boys and girls.</i> FC stated that this is a focus area moving forward, but highlighted the cohort has more girls and many of them have had mental health and anxiety issues. Work to support these pupil has increased and there is evidence of the impact of this, but it's not a quick fix. FC is mindful that the potential to move pupils to a reduced timetable would result in an increase in absence data. Specialist provision has now been secured for one child who was previously identified as persistently absent and on an EHCP. Vulnerable pupils who do not have EHCPs are not receiving full external support and the Babcock team is shrinking. <i>KS asked if we are receiving the support from the LA that we need? FC felt we are not and AS added that lack of support from the LA on attendance is unfortunately not a new issue.</i></p>	
8	<p>Safeguarding & Pastoral Improvement Planning (Kirsty Matthews) KM's report had not been passed on to Governors, in error, ahead of the meeting so this will be shared immediately for questions to be posed and answers will be shared with all. The Natural Helpers initiative is a very exciting development and Governors are invited to get involved.</p>	YE
9	<p>Governor Review of DfE Uniform Guidance AS reported that the SLT have reviewed the uniform, its cost effectiveness and availability from retail outlets to their satisfaction and continue to adhere to DfE guidance with these regular reviews. <i>KS added that communication from the college has been transparent, there are minimum compulsory items and the uniform is considered cost effective so she is satisfied with the college approach.</i> AS added that compliance is an ongoing and sensitive area, which is managed in a non-biased and non-judgemental way. <i>JH asked if the college jumpers have been considered in the review as they are quite expensive? AS stated that they have and that although they are the most expensive compulsory item, the totality of uniform costs are considered reasonable.</i></p>	
10	<p>Marketing Update YE to request a brief marketing update from Gillian Healey, for sharing with the FGB.</p>	YE
11	<p>Policies for Approval</p> <ul style="list-style-type: none"> • Careers Information & Plan (Anne Law) – This will be completed at the end of the year and will be brought to Standards Committee in November. • Careers Policy & Guidance (CEIG) (Anne Law) - Ratified • COVID-19 adaptation of Behaviour Policy (Kirsty Matthews) - Ratified • Teachers' Appraisal Policy (Ben Cotton) - Ratified 	Agenda

	<ul style="list-style-type: none"> • Assessment & Feedback Policy (Ben Cotton) - Ratified • High Attaining & Talented Policy (Anne Law) - Ratified • Home Learning Policy (Ben Cotton) - Ratified <p>YE to update, save & upload to College website.</p>	YE
12	<p>Policies for Review at November Meeting</p> <ul style="list-style-type: none"> • Behaviour Principles • Behaviour Policy, inc. COVID adaptation • Sex & Relationships Policy • Attendance Policy • Exam Access Arrangements • PSHE Policy • Staff Social Media Policy 	JL JL LH KS KS LH HB
13	<p>Meeting closed at 7.25pm. The date of the next meeting is Tuesday 16th November 2021, 5.45pm.</p>	

Signed.....

Date:.....

Karen Sewell

Chair of Standards Committee