



Harbinger Primary School

Governing Body Meeting
Curriculum and Standards Committee Meeting
Thursday 9th March 2023 at 5pm

Members: *Rebecca Abrahams* (Executive Head), *Lawrence Houldsworth*, Caroline Hurley (Chair), *Eddi Miller*, *Vaughan Pilikian*, and Kiran Rahman.

Also in attendance: Nimesha Nagahawatte (Head of School) and Sabrina Begum (Clerk)

**Italics denotes absent*

No	Subject
1.	<p>Welcome, Apologies for Absence and Declaration of Pecuniary Interests -</p> <p>Apologies were received from Eddie Miller, Vaughan Pilikian, and Rebecca Abrahams.</p>
2.	<p>Minutes of the Curriculum Committee Meeting of 3rd November 2022 and Matters Arising</p> <p>The minutes of the previous meeting held on 3rd of November 2022 were confirmed as a true record of the meeting and would be marked as signed by the Chair via GovernorHub.</p> <p>There were no matters arising from the Minutes and were not discussed elsewhere in these Minutes.</p>
3.	<p>Presentation</p> <p>NN presented on Cognitive Load Theory & Lesson Structure.</p> <p>Noted that Cognitive Science was about how students learn in terms of behaviour and processes and the Cognitive Load is the mental effort that is required for a task over the mental resources.</p> <p>NN talked through a diagram presented by Daniel Willingham which showed how memory works. She explained that there is the environment which affects the long-term memory so the environment for the children is their classrooms which could have distractions such as noise or wall displays. The aim was therefore to secure pupils' attention and minimise the distractions. Governors heard that information learned enters the working memory which is small and limited but</p>

stored in the long-term memory. When asked to remember something, that information is retrievable by coming to the working memory.

NN further explained that only four pieces of information stay in the working area for a short period of time. This is known as 'schemers' which are a network interconnect concepts, ideas and knowledge. The more that is learnt the more it is attached to the schemer and to bring this to the children's long-term memory, it would need to be repeated.

Repetition and recalling learning were being woven into teaching and the curriculum and teachers were helping pupils to retrieve their knowledge from the last lesson and from the last year. The more schemers that were built, the more space there is for the working memory for new information to come in.

During staff meetings over the past year, teachers across all year groups have examined the Rosenshine's Principle of Instruction and how this is already practiced in Harbinger as well as what to embed.

NN stated that Barak Rosenshine was an educator, and he was researching on how the brain acquired and used information. He conducted research on classroom practice of teachers whose students showed the highest gains.

He produced a list of 10 principles that enabled children to learn effectively. The principles are as follows:

- Daily Review;
- New Material;
- Ask Questions;
- Providing models;
- Guided student practice;
- Check for student understanding;
- Obtain a high success rate;
- Scaffolds for difficult tasks;
- Independent Practice; and Weekly & Monthly review.

NN detailed all of the above principles.

NN presented on a drafted KS1 lesson structure and shared that for a one-hour lesson, five minutes should be spent on reviewing the past lesson, then five minutes introducing the new lesson and task, then 15 minutes of modelling. Teachers should aim to have 25 minutes on independent learning and then having some kind of reflective discussion at the end. This timing structure also needs to be consistent across the entire schools. For example, in a year group with two classes, if one class had 20 minutes of independent learning and then the other class only had 10 minutes then the learning becomes unfair.

These lesson structures had taken place since Spring term and Harbinger had worked with St Luke's who gave their templates on lesson structures.

	<p>The next step in this half term was to have teachers carry out some peer reviews in trios across the school. NN had grouped teachers from KS1, lower KS2 and upper KS2 mainly to identify the principles. There was a peer review with other schools; senior leaders from St Luke's and the Headteacher from John Scurr primary school observed the lesson structure. NN reported it was useful to have the external feedback even though Harbinger is in its early stages. The feedback stated that the retrievable practice was a strong element, but more time was needed on modelling. Feedback was also gathered from children who said that the modelling from teachers helped them.</p> <p>There are children at KS1 who are still working at Early Years level and teachers can learn from each other to improve their own lessons. KR commented that the peer review can help teachers know what to expect and improve on when they would teacher the younger year group in the next academic year.</p> <p>KR enquired if this had been piloted this term or since the year started. NN responded that the work around cognitive load had for a year, but the lesson structure had been piloted this since January this year.</p> <p>The Chair shared that the teacher modelling was a focused CPD training at her school and there were some walk-throughs which examined each principle and the pedagogy behind it which Harbinger had been following. NN shared that the teachers had a staff meeting led by Tom Sherrington who shared his experience and practice. NN would share this recorded meeting with the Chair.</p> <p style="text-align: right;">Action: NN</p> <p>KR enquired if Governors could visit a lesson to see Rosenshine Principles in action. NN confirmed that a curriculum learning walk can be organised.</p> <p style="text-align: right;">Action: NN</p>
4.	<p>Curriculum Update</p> <p>NN reported that Harbinger was in its second year of the two-year Curriculum cycle. It had been a work in progress as the school had been adapting and analysing the positives and suggesting changes that should take place next year in the curriculum. Year 5 and Year 6 were being taught their core subjects in reading, Maths and English for the morning with the help of HLTAs (Higher Level Teaching Assistants) and in the afternoon, each phase was learning the types of units of work for their wider curriculum subjects. So, by the end of Year 2, Year 4, and Year 6, all the children would have learned the knowledge and skills required.</p> <p>NN presented a diagram which are roadmaps for each subject. Each subject lead had created a roadmap on the units that their pupils would be learning from Early Years up to Year 6. NN stated that the roadmaps were available on the school's website as well as in classrooms, display board and in children's</p>

	<p>exercise books. NN also presented a diagram which are the Learning Journeys. Each subject leaders are creating Learning Journeys for each unit of work to present to the children at every lesson and knowing that there is an end point to achieve after six weeks. Children had shared their feedback, excitedly expressing that they knew what they are working towards and why, as well as sharing their learning.</p> <p>Subject leaders would check the learning looking through pupil's books and capturing pupil voice. Every half term NN would meet with the subject leaders to review their actions and what they want to achieve with their subject. Going forward, this would be added to the School Development Plan to ensure that teachers are implementing their planned curriculum and to cover any gaps in the learning.</p>
5.	<p>Monitoring and Evaluation of Quality of Teaching</p> <p>Teacher observations took place last term before the Christmas holidays which helped with performance management meetings. Rebecca and NN, observed all the teachers using a criterion based around Rosenshine's Principles and teachers have found this to be useful than the previous method.</p> <p>This half term, there had not been many formal lesson observations because NN and Rebecca wanted teachers to do the peer observations of each other and to explore what practice is happening in other year groups to take away for themselves.</p> <p>After the Easter holidays, there would be another round of observations. With regards to the two ECTs (Early Career Teachers), NN would be observing them this half term of the of their second assessment progress review.</p> <p>On another note, Harbinger had achieved Microsoft showcase status, so a team from LGFL (London Grid for Learning) visited St Luke's and Harbinger on the same day to film and interview teachers on technology is used in the school. They created case studies which would be on the LGFL website as well as Harbinger's website.</p> <p>The Chair enquired if there were any common areas of strengths or weaknesses from the last observation. NN replied that the pace and appropriate timings of the lessons needs to be improved. NN recalled that Daniel Burton and Alison Goldthorpe from THEP (Tower Hamlets Education Partnerships) visited last academic year to do a curriculum review and they talked about lessons having rigour, vigour, and pace. She expressed that some teachers already demonstrated that, but they needed to be consistent throughout the school.</p>

	<p>A strength noted from the last observation was the good relationship teachers have with children which means they are not afraid to make mistakes and the classroom is a safe place.</p> <p>The Chair commented that this was a positive report that children were not afraid of mistakes and an interesting indicator that was not mentioned in past OFSTED inspection.</p>
<p>6.</p>	<p>Progress of School Development Plan</p> <p>NN proposed for this agenda item to be reported at the next Governing Body meeting.</p> <p style="text-align: right;">Action: Clerk</p>
<p>7.</p>	<p>Review of the use of Pupil Premium (PP) & PE Sports Premium</p> <p>NN reported from the PP Strategy 22-23 and the evaluation. When it was written, the proportion of pupils eligible for PP was at 39.5% which is higher than average. There were plans to enhance the speech and language provision as there is a high number of children on the SEND register with communication being the highest need of the children. The school wanted to employ three HLTAs, a dedicated specialist and a Learning Mentor to identify disadvantage children as well as working with the borough's attendance welfare officer.</p> <p>KR reported that she recently attended a training course for the Governors through the Local Authority and THEP in which they mentioned PP and the free school meal scheme. KR believes a lot of parents are not applying for PP because they are not aware of the eligibility criteria, but they are also not aware that being eligible for PP makes one eligible for free school meals. It is possible that a lot of schools are missing out on funding because of this. KR enquired if this is the case with Harbinger. NN confirmed and reported that two staff members are enquiring and assisting families to find out if their children are eligible.</p> <p>KR further added that it would help if Harbinger could run an information session for parents to understand what PP is to ensure that eligible parents were able to apply and families to understand how that funding benefited the pupils.</p> <p>KR enquired if the PE Funding was received from the Department of Education (DfE) or the Local Authority. NN replied that it is from the DfE but the school would normally budget money towards sports and PE. However, with the PE funding, the school can give more opportunities such as swimming and hiring specialist coaches. The PE Lead had left, and so Harbinger was now working with PE Lead from St Luke's who worked at Harbinger once a week and helped</p>

	<p>with the lessons, some clubs, and planning together how to spend the PE premium in the coming year.</p> <p>KR reported that she attended a meeting where the Sport Advisor for the Mayor of Tower Hamlets said he would like to visit schools and recommend improvements. KR could enquire to find out more.</p> <p style="text-align: right;">Action: KR</p> <p>KR enquired on what the acronym EEF stood for. NN responded that it means Education Endowment Fund which an independent charity that researches and gathers evidence around schools to show and improve certain methods and practices. She explained that they have a website and there was a section about a Learning Mentor and the resources involved which helped the Harbinger’s decision in having one.</p>
<p>8.</p>	<p>Attendance, Safeguarding & Inclusion Update</p> <p>NN reported that the reports would be circulated again at the next Governing Body meeting but she wanted to highlight the level of need in the Nursery. There were new children with undiagnosed needs and the school are putting in temporary measures such as increasing staff capacity until the pupils have had an official diagnosis.</p> <p>The Chair commented that the process to submit EHCP was long but there was also a backlog of these. The Chair added that this area needs financial input and examined in the Finance Committee meetings.</p>
<p>9.</p>	<p>Staffing Update</p> <p>NN reported as follows:</p> <ul style="list-style-type: none"> • This term the Learning Mentor who had been with the school for 14 years had moved had a change in career. In the interim, one of learning teachers had taken on the role, three days a week and for the other two days she works as a PPA (Planning, Preparation and Assessment) cover teacher. She knows the children well and reported that she is enjoying the role. • The school would advertise for the Learning Mentor, but this would depend on the budget and if the school can afford a full-time or part-time role. It is likely that the new person would start in September 2023. • One of ECT is on a permanent contract and the other ECT is a maternity cover. Another teacher is going on maternity leave from September 2023 and so NN had spoken to the latter ECT who is pleased to cover for that teacher. • The same teacher who is going on maternity leave also holds the responsibility for Maths leadership, so the school is looking across the teaching team to taking on the leadership of Maths for the first instance.

	<p>The Chair enquired if there is anyone in the school interested in that Maths Lead roles who is not in a leadership position. NN responded that there is a teacher who is not a subject leader, but she is in her fourth year of teaching and in the past, she was looking forward to covering a role but that was given to someone else. NN is hoping that this teacher would be interested in covering the Maths Lead.</p>
10.	<p>Policies for Review</p> <p>SEN Report</p> <p>KR noted from the SEN & Safeguarding March 23 report that there is a one case in tribunal and commented that she had heard that a lot of cases have been rejected by the SEN department despite the clear need in the children. KR enquired if the tribunal would be carried out by parents or the school. NN replied that it would be parents who would appealing to get it approved. The Chair added that some referral used to go through health service but due to the constraints that the NHS is facing, this had slowed down the referral process.</p> <p>Resolved to agree the SEN Report and refer it to the Governing Body for approval.</p> <p style="text-align: right;">Action: Clerk</p>
11.	<p>Any Other Business</p> <p>NN reported that there had been a couple of requests for Link Governors for specific areas.</p> <p>The Chair suggested for this to be brought to the next Governing Body meeting.</p> <p style="text-align: right;">Action: Clerk</p> <p>KR commented she would like to join an oracy session to be more informed on what takes place but cannot be a Link Governor for the time being.</p> <p>The Chair replied that she would like to fill the role for an oracy Link Governor.</p> <p>NN reported that she emailed a summary document of the data from the Autumn term which demonstrates a clear picture of pupil who are underachieving or moved levels as well as the actions and interventions taking place to support the children.</p> <p>Noted that the school was making steps in becoming a trauma-informed school and there are plans to have Twilight Insets for staff in June for training around this.</p>

12.	Date of Next Meeting – 18th May 2023, 5PM

The meeting closed at 6:47pm