



**FULBRIDGE ACADEMY**  
**AGENDA OF CURRICULUM & STANDARDS**  
**VIRTUAL MEETING @ 2PM**  
**13TH MAY 2021**

Present: Helen Bath (Chair), Ben Erskine, Lorna Finch, Lucy Edwards, Chris Such & Rhys Maddox

Apologies: Chloe Coles

Absent: None

Clerk: Isabelle Watts

**1. Welcome & Apologies**

The Chair welcomed everyone to the meeting and noted the apology from CC.

**2. Declaration of interest**

None declared.

**3. Matters arising**

Clerk had an action to arrange a virtual learning walk which took place today.

**4. Minutes from Previous Meeting**

The Minutes were agreed as a correct record of the last meeting.

**5. Presentation on phonics - Chris**

All governors were issued with a copy of the presentation prior to the meeting. CS overviewed the following key points:

Phonics will be changing to a considerable extent. The full extent of the changes will make themselves apparent over the next year and going forward.

**Storytime phonics**

This was our previous phonics programme. However, the outcomes were relatively disappointing and consistently poor.

If you look across other reviews across the country, there doesn't seem to be lots of success. In particular, the lack of blending and segmenting. There was also little focus on spelling which is such an important component.

Limited code knowledge taught with storytime phonics. Teaching a more substantive amount of the code is imperative, especially with children from different backgrounds and nationalities.

**Sounds-Write**

Sounds-Write is our current phonics programme.

It has an excellent track record of success, especially in areas of high deprivation.

There are plenty of opportunities for practice and retrieval. It includes lots of word formation through spelling.

Specific focus on polysyllabic words - this is a strength of this programme as most don't include this.

#### Support for teachers:

It does require a bit more expertise from teachers. They have been trained to an incredible extent. Every teacher from Reception to Year 3 by September will have had around 35 hours of really high quality training. We are invested in preparing our teachers so that early reading is the best it can be.

There will be continuous and low pressure support.

#### In the classroom:

There will be a few scripted lessons based on training. Once these scripts become embedded in the teachers practice, they won't need to read from a script going forward. Key aspects - how it aligns with research and every child in the room is regularly reading and spelling. Everyone is involved with a pace to the lesson that does not exist in other phonics programmes.

For children that need more time, they will be able to get more time that compliments the phonics learning that they have already done.

#### Phonically controlled books:

We have recently invested in a large amount of phonically controlled books, these books allow for practise without development of counterproductive habits. They will match the sounds that children have matched in their phonics lessons so far. The books will be used throughout Reception and Y1 to embed positive habits and used at home for parents to read to their children.

The transition to 'normal' books will happen when ready in Y1.

STAFF GOV - As a teacher putting it into practice I am really enjoying it . The children have adjusted quickly to the programme. It is pacy and the children are all involved. We have changed our boards so that the spelling and reading words can be used as a working wall. I like the plans, they are very easy to follow. It is scripted so we can't deviate and we stick to it. Takes me about 30-40 mins to do a session. So they are all keeping up. I think it will get quicker as we get used to it.

GOV - Is there space to use the visualizer with this?

CS - We use embodied cognition - what children see needs to match what they are doing. For example, the use of gestures and physical language alongside the spoken language. The speed teachers have taken to this programme is a credit to the school.

GOV - Really well researched and it makes sense doing it that way - great thank you.

CS - Happy to answer any further questions by email.

*CS left the meeting.*

#### **6. Policy Review - None at present.**

MAT Policies - We will continue to update Staff and Governors once any MAT policies have been approved by Trustees.

#### **7. Feedback on Relationships, sex and health education policy - Rhys**

*RM joined the meeting to overview the following:*

The communication was issued to all 860 parents. We received 18 emails back from the consultation. 6 of which were responded to directly by phone call.

Some parents have since referenced the fact that parents didn't know about the consultation. I made sure I was on the playground everyday during the consultation process for parents to ask questions - no questions were asked.

Parents who did email back any concerns had misunderstood the curriculum and thought we were teaching Reception and Y1 sex education. We realise from this that we can make it clearer in the policy.

#### Changes to the policy

- In bold letters to say that sex education is opt-in or opt-out for the end of year 6.
- Attach our year overview of the curriculum so that parents are aware.
- Children that are removed from lessons due to opting-out will do science based retrieval lessons.

All parents were happy with the policy once they understood it was either opt- in or opt-out. On the whole, the feedback has been positive. We have done 95% of this curriculum already for years in PSHE. The only difference with this policy is that it's now a statutory requirement.

We will make the changes we have mentioned and send it back out again.

GOV - The amount of time spent on C&E - does it vary for lessons?

RM - No, it is the same time each week for each year group.

*RM left the meeting*

#### **8. Learning Walk - 13th May 9:30am**

GOV - I thoroughly enjoyed it. It shows how on top of everything the staff are. I was amazed to see the shields the site team have made in the art room to protect the children.

GOV (Asked Staff Gov) Have you got used to teaching at tables?

Yes - the children actually have more space at the tables rather than sitting on the carpet. The children are so adaptable.

GOV - I really enjoyed it and it was lovely to see the building. Are we going to paint the new music room?

Principal - Yes, we will decorate the music room.

#### **9. SEND report update**

CHAIR - Please pass on our thanks to Emily. Her reports are always really welcome and appreciated.

GOV - Overall our SEND figures are up more than the national figures but I notice that a larger figure without support than the national figure. National 85% and us 89.1% percent. Is there a reason for this?

Principal - I think overall the better the quality of the teaching, the less children that need the support. The 'no support' column means the children don't need the curriculum adapting for them - it is positive that those children are accessing the curriculum as they should be.

GOV - Have you noticed a change in any of the children due to covid?

Principal - We haven't noticed a change in children's SEMH needs due to covid. They are in their routine and they love coming to school. It has definitely had an effect on adults and made a difference. Maybe it has affected more older children in secondaries. In primaries - not so much of a problem.

#### **10. Any other business**

GOV - Will sports day be able to go ahead?

Principal - We hope so, right towards the end of term. We will monitor the cases and make a decision. We have had hardly any Covid cases this term, only one since Easter. We also get weekly updates on covid numbers close by.

Meeting finished at 2.28pm

#### **Date of next meeting**

Date TBC November 21