



**MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON 3 DECEMBER 2020
AT 2.00 PM REMOTELY VIA MS TEAMS**

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MINUTES OF THE STANDARDS COMMITTEE MEETING HELD ON 3 DECEMBER 2020 AT 2.00 PM IN REMOTELY VIA MS TEAMS

Present: Alan Brady (Chair), Sue Bradley, John Clay, Angela Cruz, Phil Dover, Graham Schuhmacher, Mandie Stravino

In attendance: Aaron Denton, April Hayhurst, Melanie Lanser, Kate Martin, Heather Simcox, Rose Matthews (Clerk)

	Action	Date
<p>01/20-21 APOLOGIES FOR ABSENCE</p> <p>There were no apologies for absence.</p>		
<p>02/20-21 DECLARATIONS OF INTEREST, CONFIRMATION OF ELIGIBILITY AND QUORUM</p> <p>All members were eligible and the meeting was quorate. There were no new declarations.</p>		
<p>03/20-21 MINUTES OF THE MEETING HELD ON 8 JUNE 2020</p> <p>RESOLVED: The minutes of the meeting held on 8 June 2020 were formally approved and signed as a true and accurate record.</p>		
<p>04/20-21 MATTERS ARISING</p> <p>There were no matters arising.</p>		
<p>05/20-21 TERMS OF REFERENCE REVIEW</p> <p>The Terms of Reference had undergone an annual review. Minor changes were proposed to include the Curriculum and Quality Risk Register and the removal of reference to higher education, which was now serviced by its own Board.</p> <p>Graham Schuhmacher asked if a line could be included to reference adult reskilling. The Clerk agreed to update.</p> <p>Based on the changes proposed the Committee recommended the updated Terms of Reference to the Corporation for approval at its meeting on 14 December 2020.</p>	<p>Clerk</p> <p>Chair</p>	<p>03/12</p> <p>14/12</p>
<p>06/20-21 CURRICULUM STRATEGY</p> <ul style="list-style-type: none"> COSTED CURRICULUM PLAN <p>The Vice Principal – Curriculum shared the Curriculum Strategy, which was aligned against the College’s new strategic planning cycle.</p>		

The headline achievements for 2020 were shared to achieve the 2025 vision by providing a curriculum that develops transferable skills, good English and maths, encouraging social mobility and a contribution to the community, enabling young people to develop work ready skills for the future workforce.

The KPIs focused on attendance, retention and progression.

The main priority aims were presented and discussed - looking at the study programme and career learning ladder and working with employers to co-design and deliver effective programmes, a successful example of this was the T Level programmes.

The Strategy focussed on upskilling and retraining the adult workforce to meet the needs of the economy. The close working with schools and other providers was discussed to develop more delivery in line with LMI.

Focussing on the areas facing redundancy and working with the LEPs to ensure the curriculum was aligned with those areas that had growth.

By tailoring flexible programmes it provided more chance of social mobility and economic prosperity. English, maths and digital applications underpinned the programmes.

The Vice Principal – Curriculum explained that prior to lockdown the Group had a good local employer base and digital engagement had widened the reach of the curriculum. With students engaged online with big employers, not just locally, but nationally and internationally.

The T Level programme continued to be rolled out and the curriculum was designed to align with performance measures.

There had been some scrutiny with awarding bodies and Staffing models had widened.

The vision for the high needs provision was shared and focussed on providing multiple and inclusive pathways through empowering individuals to build and achieve relevant skills, knowledge and tools to improve their lives and that of their families and communities.

The Vice Principal covered the main priorities for the year, which were detailed in the presentation.

The Committee Chair questioned the blended learning model. It was pleasing to note the ability to engage with employers all over the world, but he questioned what the post Covid-19 world would look like. It was explained the curriculum were targeting the areas that could have growth, such as health and social care etc.

Graham Schuhmacher noted the KPIs focussed on retention, progression and destinations. The Director of Apprenticeships and Employer Relations had been looking at hard to fill vacancies and was working with employers to focus on that.

He said Level 2 was a good entry into employment for smaller companies.

Sue Bradley said she was interested to hear about the hard to reach students, and said it was those that were easily disengaged. The Deputy CEO referred to the earlier mentioned STEPS provision, once a young person had finished that year, the youth worker maintained contact with them and by continuing to show an interest encouraged them to progress.

Costed Curriculum Plan

The Costed Curriculum Plan was a comprehensive document which broke down the area and margin and looked at the contribution which affected the Group's EBITDA.

The plan was broken down into onsite provision, apprenticeship provision and sub-contracting.

This was monitored on a monthly basis.

The Corporation Chair questioned why some of the courses had a negative contribution. The Vice Principal explained they were the grant funded elements, for example, Sports England.

06/20-21 CURRICULUM TEACHING AND DESIGN STRATEGY

The Director of Teaching, Learning and Academic Research presented the Curriculum Teaching and Design Strategy.

Covering the 2020 headline achievements which revolved around building a strategic lead and quality team to enhance the digital pedagogical base. Increased engagement in teaching pedagogy and gauging the College's own professional community.

The Committee heard how the organisation had enhanced its own reputation in the sector for grant funded projects and its own projects in engaging teaching and learning.

The focus had changed to taking teaching and learning online and upskilling for teachers.

The Director went onto present the strategies that had commenced but needed to be embedded further, these included; raising the expectations of teachers, plans for a blended curriculum, employer co-construction in the delivery of teaching and pedagogical research – in order to innovate.

To enact the strategic vision, four principles to foster excellent teacher and learning were discussed, as were the five key priorities of the strategy – curriculum design; EdTech development; building a culture of high expectations in teaching and learning; fostering improved assessment and feedback practices and cementing professional development, collaboration, reflection and scholarship and innovation.

The Committee Chair noted the massive change to online delivery. He asked when the teachers undertook the CPD. It was explained this was built into the time expected in College.

He also asked how the team remained motivated. The Director explained it was challenging, but because it was driven from a curriculum manager and teachers, it was valued.

The Corporation Chair said he had heard about the changing practices in the institution, but asked if there was anything else they could be doing strategically to engage. The Director explained the team were doing it and their strategies were informed by digital research.

The Committee noted it was hard to formatively check learning was happening online as there was no body language or non-verbal clues. Cognitive science was important and it was crucial to prevent cognitive overload.

07/20-21 PASTORAL AND ACADEMIC SUPPORT STRATEGY

The Head of Behaviour for Learning discussed the Pastoral and Academic Support Strategy and the change in culture within the organisation.

The language of the strategy had been changed to reflect more positive attitudes.

All staff had been trained to engage with students with support teams involved in the engagement rotas around the organisation.

Systems and processes had been refined which had led to sanctions being reduced and positive enforcement across the organisation.

A mentoring and mediation service had been launched for students that may have had low level behavioural issues.

On the personal development side there had been increased enrichment in social action projects such as the Essential Life Skills project.

Social and cultural aspects were looked at and parents' evenings held differently – allowing parents the opportunity to talk informally, about themselves and their child and the types of support available.

Weekly PHSE session for some of the lower level students, focussing on decision making and positive citizenship were discussed.

In terms of the current state, a radical redesign of the tutorial programme had taken place at all levels. Challenging the students to be independent.

Attendance continued to improve and the team continued to work on this. Attendance awareness and differentiated learning workshops had been developed.

The Strategy was broken into four pieces that were detailed in the presentation.

The aim was to celebrate diversity and for students to feel they belonged, if they did, they were more likely to engage.

Providing students with a clear direction and allowing innovation and creativity.

The new tutorial programme ensured students receive broader study skill support, with online tutorials trialled for A Level Year 2.

The KPIS revolved around attendance, retention and progression, student and parent voice, destinations, behaviour and attitudes data and general attitudes around the environments.

The priorities as part of the Covid-19 recovery were to integrate and re-engage students back into learning, reinforce attendance and attitudes to learning, more parental communication, monitoring in-year measures more rigorously for vulnerable groups and specific study skills for specific student groups.

The Corporation Chair said as a school head he knew the problems with tutorials. He asked if there was any evidence of improvements. The Director advised that attendance in tutorials was improving, with the lead responsible driving the training of personal tutors.

The Committee Chair asked what was happening with parents' evenings at the moment. It was noted these were continuing remotely through a booking system.

08/20-21 CURRICULUM AND QUALITY RISK REGISTER

The Vice Principal – Curriculum shared the Curriculum and Quality Risk Register.

Members were concerned at the high-risk ratings after mitigation, but liked the detail contained.

It would be reviewed in the New Year and it was agreed to bring to the next meeting, at which point some of the key changes would have happened.

The CEO pointed out the impact of remote learning on student outcomes was unknown. It may be the register was adjusted as more knowledge was secured on the impact. However, at this point it needed to reflect the key risk to the organisation.

KM

Jan 21

09/20-21 JOSEPH WRIGHT LOCAL BOARD

The Chair of the Joseph Wright (JWC) Local Board explained the role of the Board to oversee improvement, which had been introduced last year.

Since September 2020 two meetings had been held and the Local Board Chair had also met with Matt Ridgill the new Assistant Principal.

The September meeting had focussed on the impact of Covid-19 and the 2020-21 admissions, along with the A Level Improvement Plan.

A more formal meeting had taken place in November and it was good not to note that Matt's actions mirrored with the strategic plans presented today.

The highlight of the meeting had been speaking with five students directly. They talked about how well they had been supported during the challenging times and how their teachers had improved through online engagement. Heather Dixon had talked about motivation and the team's fatigue.

Students had been asked if they were planning the future curriculum, should it be blended or online. They all wanted to get back into the College being taught in the classroom which was very encouraging.

10/20-21 STUDENT VOICE

The Student Governor provided a verbal update for the Committee.

There were now over 200 student representatives across the organisation.

Lunch with the Leadership Team had taken place in the last week with students discussing that enrolment went well and positive feedback was received on induction.

Students had acknowledged that staff had been quick to diversify to remote teaching and students at JWC in particular had responded to say they were happy with online learning. Those on more practical courses had struggled a little more.

Students would like to engage more at the College, but cannot because of Covid-19.

Students found the tutorials helpful with their UCAS applications.

The Student Governor shared the Student Union website, which was updated regularly and provided a point of contact for students. The Students Union had also been instrumental in engaging students over the summer in enrichment activities and circulated a weekly newsletter.

11/20-21 STAFF VOICE

The Chair asked the Staff Governor how the staff were coping.

From a teaching point of view they were adjusting to teaching under the new environment. However, they did miss the engagement with the students and the body language that could be picked up on in the classroom.

The meeting finished at 4.00 pm

Signed: _____ Date: _____