



'We can and we will'

GLEBE PRIMARY SCHOOL

Curriculum Working Party Minutes

Date: Tuesday 25th November 2014

Members:, Mr J Buckingham, Mr Alford, Mrs N Ross, Mrs P Swindells, Mr T Porter, Mrs P Marks

Agenda item	Comments	Action
1	Minutes of the last meeting were received and approved.	
2	<p>Power point presentation by Mel Penny subject : Learning Support Assistants (please see included copy of presentation)</p> <p>Questions:</p> <p>When we are employing LSAs what qualifications do we ask for? A: It depends upon the role. Eg. we have two LSAS who are degree qualified but we generally do not ask for paper qualifications , we expect some experience and we try to get the balance right between qualification and personality.</p> <p>Do the LSAs always follow the specific child they are employed to help? A: Not always- it depends upon the child and adult. We have tried to encourage independence a KS2 and if it is appropriate we have asked the child to work with someone else. Either way we tend not to "velcro2 adults to children and the aim is for the child to become as independent as possible.</p> <p>Who is responsible for planning the activities? This depends upon the needs of the child. Mel plans with one LSA to meet the needs of a Downs Child, it is also a partnership between the teacher, LSA and the child.</p> <p>What happens when you have many Special Needs children in one year group? They are taught using a high level of differentiation. We arrange the groups according to the needs of the children. We tend to have smaller groups when the need is greater and we don't tend to put the</p>	

	<p>LSA with the less able we try to shuffle adults and groups around.</p> <p>No men as LSAs?</p> <p>No. We recruit the best candidate not according to gender.</p> <p>The children must realise they have a different role to the class teacher, do the children value the LSAs?</p> <p>Yes they do. The staff are always very mindful that it is a team approach in our school and the children know this. They do respect them. In fact, it has been proved that children are more likely to disclose information to a LSA because of the slightly less formal relationship they have with them. This has happened last year.</p> <p>Some comments from Ofsted have noted that LSAs are reactive rather than proactive- is this the case for our school?</p> <p>The role is very dynamic and skill levels do vary to be honest. We try to match the skill of the LSA to the personality of the class teacher and the needs of the children.</p> <p>Is their performance assessed, are they appraised?</p> <p>Not currently. There are plans to appraise them</p> <p>It would be nice for them to receive feedback with regard to their performance for the sake of job satisfaction.</p> <p>Does every class have an LSA?</p> <p>For a proportion of the time.</p> <p>Do Ofsted care about the role of the LSA?</p> <p>Yes. The teacher is judged on how well they deploy the LSA. We have done a lot of training on the role of the LSA and how best to use their expertise, they must be active at all times.</p> <p>Are LSAs used to help higher ability children?</p> <p>Yes.</p> <p>Have the LSAs completed a skills matrix?</p> <p>We last did this 2/3/years ago. We need to repeat this soon.</p>	
3.	<p>Power point presentation by Louis Mullins subject : Military children at Glebe - how do we support them? What impact does this have?</p> <p>(please see included copy of presentation)</p> <p>Questions:</p> <p>Do you have a group get together with all the military parents and children?</p> <p>Yes. We have had a number of initiatives such as coffee mornings and special assemblies. We are planning more this year.</p> <p>How many schools do these children go to in their school career?</p> <p>Some children would have changed school about once a year, so it is really important that we support their needs and that they feel as quickly as possible that they are part of our school community.</p> <p>Are they subsidised by the forces to cover moving costs?</p>	

	<p>Yes. Some parents feel that boarding school is a better option as it can provide greater stability for the children.</p> <p>Is there a particular cohort of children that causes concern?</p> <p>Yes. Boys between the ages of 8-10 yrs. They are most affected by change and they seem to demonstrate this by being disruptive. They seem to be more affected by their fathers' being deployed.</p> <p>Are the military children well integrated into our school?</p> <p>Yes. Sometimes LM will take them all out to play board games and then then they will naturally share their experiences of what it is like. Things that non military children cannot understand.</p>	
AOB	PM did explain that the findings from the recent inspection cannot be shared as planned because it has not been finalised. It will be circulated before the next Governors 'meeting if it I ready.	
Date of Next Meeting	2pm Thursday 5 th February 2015	
	Many thanks to Mel and Louise for their informative presentations today	
	close	

Thank you very much
Pauline Marks