



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON NOVEMBER 22<sup>ND</sup> 2022 AT 8.30AM IN THE SCHOOL

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW) Chair, Ian Stewart (IS), Sam Gothard (SG), Sam Wilkinson (SW)

**In attendance:** Debbie Horton (Clerk)

### Minutes

1	<b>Welcome &amp; apologies for absence</b> JM gave his apologies.
2	<b>Attendance &amp; declaration of interest</b> There were no declarations of interest.
3	<b>Minutes of last T&amp;L meeting 5.7.22</b> They were agreed as a correct record.
3.1	<b>Matters arising</b> <ul style="list-style-type: none"> <li>• PE on next T&amp;L agenda – see item 5</li> <li>• Model template for governors’ equality report – Clerk – see item 6</li> <li>• IS to contact JM about equality – Done. IS will take over as Equality lead from JM. Agreed.</li> </ul>
4	<b>Chair and Vice-Chair of committee – elections.</b> MW self-nominated as Chair of the committee and was elected for a year. SW self-nominated as Vice-Chair and was elected for a year.
5	<p><b>School Improvement- monitoring and information</b></p> <p><b>Areas of focus:</b></p> <p><b>Incorporation of SEND teaching into classroom practice</b> This has been very successful. Teachers are all now involved with SEND children. The class provision maps are providing clarity for all. Spot checks and monitoring by the SLT and the tracking of certain children all show that integration is working in practice. The next step is to focus on the roles of the two SENCOs, to ensure that the school derives maximum benefit from their strong and different skill sets.</p> <p><b>Q: What is happening with parent –teacher collaboration in this area?</b> <b>A: SEND information has been included in the newsletter and the parents of every child on the SEND register have been contacted and asked if they would like a meeting. Clear procedures are in place, for example, forms for teacher to complete if a child joins the register and set letters to parents. The school also has a social needs register, which is a school held list.</b></p> <p><b>Q: Is there evidence that children on the SEND register feel a sense of exclusion?</b> <b>A: There was whole school training on this in September. Efforts to prevent this are continuous. For example, there is a visual timetable for everyone, all children have access to the provision map, and strategies to prevent sensory overload apply to all. If there are playground troubles, then quiet spaces and activities are provided. Despite this, it can be hard for some children, and staff are trained to look behind every behaviour and avoid labels, such as ‘naughty’. Children are encouraged to understand that everyone is different and that difference is ok.</b></p> <p><b>Presentation (classrooms and children’s workbooks).</b> Children are taking pride in their work and classrooms are looking good. Books have been monitored regularly, and improvements have been made. All staff wanted new books for the children this year, so that children could start afresh.</p> <p><b>Curriculum.</b> The school is now in the second year of the new curriculum and its implementation has been successful as evidenced by the latest test SAT results. The work of the curriculum teams has been excellent. The next step is to focus on the basics of literacy, maths and science.</p>

**Q: How is IT progressing?**

**A: The bought-in programmes for IT (and Spanish) are working well. Spot checks indicate that they are being used successfully. They are structured, and working at greater depth is built in to the programmes.**

**Q: Do confident teachers in these areas share with others?**

**A: Yes, there are team meetings every week, where teachers discuss and share their experiences.**

#### **HLTA and TAs**

The HLTA has been unable to develop her role in training new TAs as planned, as she has been covering staff absence. There has been a lot of staff sickness as a result of Covid.

**Q: Has the focus on raising 'emerging' levels in literacy to 'expected' shown any results?**

**A: Yes, there has been a re-think in literacy in the school, particularly around the teaching of spelling and writing. Teachers had been presented with two sources of research, and whole school training by a dyslexia specialist, and as a result, changed some of their practice. Older children are now taught spelling based on phonetics. This approach is experimental at the moment, but looks promising. Younger children are now writing little and often, to prevent cognitive overload.**

**Q: Has there been any research in touch typing for children?**

**A: Very little, but children who find writing very difficult do type in school, and scribes are used in tests.**

**Q: Have Covid lockdowns impacted handwriting?**

**A: There has been some impact. Handwriting is taught as a skill. Speed and fluency is now emphasised more than it having to be joined up.**

**Q: How are parents helped to understand what is being taught?**

**A: Information is put into the newsletter and detailed information can be found on the website. There hasn't been a parent phonics session recently, but they will be offered. The calculation policy has been shared. There are parent consultation and open evenings. Previously parent consultations had been done via Zoom, but ideally some would also be done face-to-face, there is a balance to be struck.**

**Q: Why has attendance dropped this term?**

**A: There have been a lot of Covid absences and some families are taking holidays in term time again. The attendance percentage can drop at this time of year because the fewer number of days in this term impacts the figure.**

**Q: Is there data on the absences of Pupil Premium and SEND children?**

**A: The SLT track the attendance of these cohorts monthly, and focus on those children who fall below the 95% figure.**

#### **Free school Meals.**

The number of children qualifying for FSMs is rising. Rebecca Rocket is very good at making parents aware that their children may qualify.

#### **Outcomes:**

These have been very good; numbers of children working at greater depth has been higher than anticipated. ASP is functioning again, and when the 2022 data is there it will be sent to governors.

**Q: Is the gender gap bigger than it used to be?**

**A: Figures from DCC show that other schools in Devon have the same gap for reading, but the school has a bigger gap for writing and SPAG. However, the school has a higher than average number of girls.**

**Q: What has happened to the money for trips and experiences in the PE pot?**

**A: This is going to be used for sport related experiences that children wouldn't usually get,**

	<p><b>and is linked to the Grove 100 list.</b></p> <p><b>PE.</b> A lot has been happening in PE. There is a new curriculum for KS1, specialist teachers have been coming in. and there has been a PE impact day. It was suggested that the Staff leader for PE share this information with parents, roughly monthly, in the school newsletter.</p>
<b>6</b>	<p><b>Equality</b></p> <p>The children’s voice hasn’t been included in the objectives.</p> <p>The Clerk contacted Fiona Collier, governance consultant at DCC, to ask if there was a model template which the school could use to provide information on the school website about how it is meeting the aims of the Equality Duty. FC confirmed that there isn’t a model template and suggested including this information in the equality objectives statement.</p> <p><b>ACTION: HP to review the equality objectives/ how the school is meeting the aims of the equality duty statement.</b></p>
<b>7</b>	<p><b>Safeguarding</b> A governor safeguarding visit is planned for this term.</p>
<b>8</b>	<p><b>SEND</b> A governor safeguarding visit is due. IS and MW agreed to take on the SEND lead governor role (shared) following SG’s resignation from January 2023.. The committee thanked SG for all her work as SEND lead. SG left the meeting at 9.30am.</p>
<b>9</b>	<p><b>Looked –after- children report</b> There are no looked after children in the school at the moment.</p>
<b>10</b>	<p><b>Policies for review</b></p> <ul style="list-style-type: none"> <li>• Supporting Children with Medical Conditions – reviewed.</li> <li>• Education of children in Care - August 2022 version. Reviewed and agreed. The governors noted that there weren’t any changes in this new version.</li> <li>• Behaviour policy -. HP to review in the light of new DFE guidance which came into operation in September 2022</li> </ul> <p><b>School reports</b></p> <ul style="list-style-type: none"> <li>• The governors noted the latest up-to-date pupil premium and SEND information reports, which the Head will post to the school website, with the addition of more detail about how the pupil premium money was spent.</li> <li>• The governors noted that the accessibility plan had been updated and the new version had been posted to the school website.</li> <li>• MW had gone through the new SEND policy for the FGB meeting on December 6<sup>th</sup>. He noted that there was no longer a paragraph about pastoral support. HP said that it had been removed because the school no longer has a pastoral head</li> </ul> <p><b>ACTION: Review of Behaviour policy in light of new DFE guidance - HP</b></p>
<b>10.1</b>	
<b>11</b>	<p><b>Reception baseline assessment</b> SW reported that this had been completed. The SLT had created rainbow sheets which showed each child’s position with regard to certain criteria, for example, whether they could count from 1-5, or 1-10 or more. It provides very specific information for individuals, and doesn’t create an overview, but is nevertheless, useful. The governors noted that one parent had asked for the results, for their child.</p>
<b>12</b>	<p><b>Governors’ monitoring visits from this committee</b> No visits had taken place. Planned visits before the end of term: Maths - MW Literacy (Writing and Spelling) -IS. RE and DT are areas of focus for governor visits in the new term.</p>
<b>13</b>	<p><b>Governor training</b> No training needs from this committee were identified.</p>
<b>14</b>	<p><b>Matters brought forward by the Chair</b> There were none.</p>

<b>15</b>	<b>Date &amp; time of next meeting</b> T&L Tuesday 31 <sup>st</sup> January 2023
-----------	---

The meeting ended at 9.50am

Summary of Actions

<b>6</b>	Review the equality objectives/ how the school is meeting the aims of the equality duty statement.	HP	Next meeting
<b>10</b>	Review of Behaviour policy in light of new DFE guidance.	HP	Next T&L