**Holly Park School – Learning & Teaching Committee Meeting Minutes Date30/1/17**

Present:- A.Pelham, M.Michael, J.Owen, F.Vettiankal, L.Pearson, F,Quinton, C.Wischusen, A. Peake, M.Crooks

Apologies:- A. Balham-Davies, G. Cassidy, B. Vandyk

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| **AGENDA ITEMS** | **KEY DISCUSSION POINTS** | **ACTION (who? /timescale?)** |
| Actions from last L&T meeting   * *AP - TAs to speak to governors about their new roles in a learning walk or open morning in 2017.* * *AP to follow up subject support links with secondary colleagues and through partnership \* Angelo with DT.* * *FV to take forward to FGB.* * *AP to organise follow-up learning walk (spelling) in 2017.* * *AP to amend policies and post on school website*   Update on SIP Teaching & Learning priorities 2016-2017 update (Ann)  *To provide effective training opportunities for TAs - Teaching assistants are given training opportunities based on nationally recognised intervention programmes*  *To ensure coverage of the spelling curriculum across all year groups- To ensure that spelling strategies and key words are taught in each year group*  *To ensure that maths lessons are based on mastery - Maths lessons include elements of fluency, reasoning and problem solving supported by use of manipulatives and drawing*  *To ensure that the computing curriculum is covered in each year group - To slim down our old curriculum into clear areas of Computer Science, Information technology and Digital Literacy*  *To plan with a cross curricular approach to maintain a broad and balanced curriculum and ensure time for curriculum coverage - To make learning projects cross curricular and inclusive of all subjects as far as possible*  *To effectively monitor pitch and expectation of the curriculum with a focus on progress and attainment - To monitor on a 10 week cycle that each year group is planning and providing curriculum coverage at the correct pitch and expectation from the National Curriculum*  Learning walk feedback – History  Learning walk feedback – Maths (Jennie Owen)  Feedback from Governor Learning Walk - Maths  Feedback on lesson study – Maths (Jennie &Maria)  Moderation with other schools (Ann)  Policies   * EYFS * Sex & Relationships * Curriculum * Calculation   Learning & Teaching Policy  Professional development update (CPD) (Maria)  KS1 & KS2 assessments 2017& Booster groups (Ann)  AOB | AP has scheduled a learning walk in March 2017 for governors to talk to TAs about their new roles in the re-structure.  In response to a governor suggestion, AP agreed that the learning walk model is the most effective way for governors to monitor the impact of the SIP, policies and initiatives. From now on, instead of governor open mornings, AP will replace with additional learning walks throughout the academic year.  JO will pursue links with the D&T dept at Friern Barnet School, through her existing contacts, to support Angelo.  FV informed all governors about the current excellent work on spelling at the December FGB.  Learning walk with spelling focus scheduled for 2017.  AP explained that all TAs have been involved in regular training since Sep 2016 to support then in their new roles.  MM clarified for governors the raft of different interventions that are led by the TAs.   * Better Reading Support Partners – Yrs 1-6 * Toe by Toe – Yr 1 * Maths – Yrs 1 and 2 * Project Code X- Yr 2 and 3 * Writing interventions – Yr 3,4 and 5 * First Class Arithmetic – Yrs 3, 4, 5 and 6   ‘Flooding of reading’ takes place every day for 2-30 minutes in Years 2 and 5 (will switch to Yr 1 after May KS1 tests).  MM now leading on interventions while Diana on maternity leave.  MM informed governors that current data indicates that interventions are having a positive impact and students are making good progress.  A governor asked how the interventions are assessed? All intervention programmes have specific entry and exit tests.  A governor asked MM to clarify how TAs are deployed during the school day and to explain how they are selected for interventions.  Provision maps are created for each year group to provide a clear overview of which interventions are running and for whom.  AP buying in resources to support TAs deliver good guided reading sessions in Years 2, 5 and 6 - ‘Reading Explorers’ published by Hopscotch. May purchase for other year groups if resources are useful.  AP reminded governors of different spelling initiatives – training at staff meetings led by Avalon, a governor learning walk, parent workshops, key spelling lists for all year groups etc.  A governor asked how the school can measure the impact of these approaches? AP suggested case studies focused on high, middle and low attainers would be useful.  JO providing detailed feedback and update later in mtg.  AP explained that Rob has divided the computing curriculum into 3 distinct areas – computer science, information technology and digital literacy. A governor asked whether teachers are finding the new ‘slimmed down’ version of the computing curriculum more accessible now?  Still some work to do on up-skilling teachers and developing computing knowledge and some concerns about equipment being fit for purpose. This is an on-going issue for most schools and will be affected by the budget cuts. AP said that this could be highlighted in the school’s 3 year plan as an indication of what the school needs and would want to do to develop the computing curriculum if the budget allowed it. HP has managed to find funding for 16 new laptops this year.  AP explained that all subjects in the curriculum are covered by the thematic approach at HP reflected in the childrens’ learning journeys. JO said that she felt this was very successful and explained how she is currently teaching all subjects through her Year 5 topic ‘The Victorians’.  AP explained how monitoring takes place via book looks – all books of every child looked at every 12 weeks by SLT – focus on pitch and expectation.  This is supported by the lesson observation cycle, data analysis, pupil progress mtgs, learning walks etc.  Helen Constantinou leads on History at HP. A governor asked for clarification of the format for subject learning walks.  Foundation subjects (like History) take place once a year, core subjects are more frequent. A governor asked what the impact of the subject learning walks is for teachers.  Inform lead person and all outcomes put on shared drive for teachers. Very useful for KS1 and KS2 leaders. Inform subject specific action plans that feed into SIP. Underpins decisions about CPD for teachers.  JO has now completed 2 maths learning walks this academic year. Maths is the focus for all lesson observations at present. JO monitors maths through learning walks, book looks, lesson study, lesson observations and writes the action plan.  Real focus now is on embedding new pedagogy and approaches in lessons.  A governor asked if JO felt that HP is moving in the right direction and has made effective changes in the teaching of maths so far. JO was positive and said that the children are far more engaged with maths, staff are talking about the teaching of maths in the staff room and Year 5 data, in particular, is showing very good progress so far.  Governors gave feedback on the recent maths learning walk, saying how useful it had been, especially after the Year 4 parental workshop.A governor noted that while HP might use elements of the Singapore Maths scheme it was good to see a creative and less formulaic approach to maths at HP.  Several governors mentioned that a number of parents had been extremely positive about the workshop and JO’s presentation and enthusiasm. A governor particularly commented on how good JO was with parents at the event.  MM and JO explained that the maths lesson study sessions had been positive and carried out with enthusiasm by most teachers. This CPD model appears to be working well at HP and will be continued.  MM said that the whole process is opening up discussion and dialogue about pedagogy and teachers are asking more questions about how they teach.  A governor asked how the concrete maths element can be maintained given likely budget cuts. AP has found £1000.00 to purchase more resources now before the new budget.  A governor suggested that HP might like to focus on computing in the next round of lesson study.  AP talked about the negative impact of the new assessment criteria on students who are ‘writing at greater depth’ but with poor handwriting.  HP has been working hard to help students improve their handwriting with new approaches now well established in all year groups.  All class teachers now moderate their year group’s written work with same year group teachers in partnership schools.  Teachers find it very useful to compare assessed pieces with other schools.  AP asked all governors to forward any comments on any of the policies to her.  AP also said that the calculation policy will need to be re-written as more changes are made in the teaching of maths at HP.  A governor asked about re-writing the curriculum policy as there is a lot of cross-over now with the new learning & teaching policy.  Cost of safe-guarding CPD for designated leaders now has to be covered by the school - £90.00 per person.  A governor asked about the provision of safe-guarding training for newly appointed governors – how is this recorded and how frequently does it need to happen?  MM explained that the new mindfulness training will tie in with the circle time initiative. A governor asked how the schools’ CPD provision might be affected by budget cuts. AP said that this was a real concern hence the need to have invested in less costly CPD such as lesson study. At present the school buys into Barnet BPSI CPD package, which is very good value for money, pays for some CPD from the Basic Skills Agency (e.g. first aid courses) and has a very small external training course budget.  Targeted booster group sessions are now up and running. Lots of timetabling complexities. All those targeted need to improve their progress outcomes. Current Yr 6 is problematic as has already had 7 new students this academic year, some with low levels of English. Meetings have been held for parents of Year 2 and Year 6 children.  There was no AOB. | JO to action.  AP to action with A.Mountford and KS2 Leader.  AP to consider when writing next SIP.  Governors to email any queries or comments to AP. |