**Holly Park School – Learning & Teaching Committee Meeting Minutes Date 8/5/17**

Present:- A.Pelham, M.Michael, F.Vettiankal, C.Wischhusen, G.Birtill

Apologies:- A.Balham-Davies, F.Quinton, H.Dindoyal, J.Owen, M.Crooks

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| **AGENDA ITEMS** | **KEY DISCUSSION POINTS** | **ACTION (who? /timescale?)** |
| Actions from last L&T meeting   * JO to try to get some links with FBS * Case studies of different levels of attainers to be done for spelling in summer term to measure impact * Consider possible Computing lesson study next SIP * Notes on policies to be e-mailed   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   * RE * Computing * English * PE   Feedback from Governor Learning Walk - TAs  Moderation (Ann)  Policies   * PPA * Drugs, smoking & alcohol * Global   Professional development update (CPD) (Maria)  KS1 & KS2 assessments 2017 (Ann)  Feedback on quality of teaching and learning Spring term  AOB | JO to feedback to the committee at next meeting.  An invite has been received for Year 5 children to watch the forthcoming FB show.  Computing lesson observations will be part of the next lesson observation cycle.  MM continues to deliver CPD for TAs in Monday morning assembly time.  All training programmes for the new interventions have been completed.  A governor questioned the budget for providing training for TAs in the new academic year and whether any of the intervention training could now be delivered ’in house’.  MM thought this might be possible for ‘Project X’.  A learning walk (led by A.Mountford) took place in the spring term to identify strengths and areas for development in the current NNS spelling programme. Governors read through the written feedback. A governor asked what school could do to support the lower ability spellers. This is being addressed and will be part of the next action English plan. Governors were please that the children seem to be enjoying the much more creative approach to spelling and that spelling has a more prominent role in learning across HP.  Teachers have attended several external courses and maths was the focus for the lesson study approach in the autumn and spring terms.  BPSI consultant has delivered two whole school Insets focused on reasoning and problem solving with gap tasks for teachers to work on between the sessions. A governor asked whether the new approach (concrete, pictorial, abstract) was delivered all the way through the school. This is the approach HP has adopted but because of the KS2 test Year 6 maths teaching has to be slightly different.  A governor asked how this is monitored. AP explained that the leadership team can track evidence across teachers’ planning, via learning walks and lesson observations as well as book looks. A governor asked if the termly topics could be emailed to parents for info. AP reminded governors that all this information is on the school website and is given out to parents at the start of the school year at the ‘Meet the Teacher’ events.  Now in the 3rd year of the new curriculum.  AP feels that the pitch and expectation is good. Again, this is monitored via the book looks every 10-12 weeks, checking lesson objectives for all year groups and via the lesson observation cycle.  A governor asked whether the implementation of the new curriculum has actually had a positive impact on T&L. AP thought yes, for maths (teaching is better, more confident and creative) but not for English – too much focus on ‘artificial’ writing experiences to meet specific criteria and less & less creative.  Alice Biggs is the new RE coordinator. Governors looked at her written feedback. A governor asked whether the school actively teaches children about atheism. AP explained that this concept is covered as part of the RE discussions in all year groups rather than as a stand-alone unit of work.  Governors looked at the Computing learning walk feedback. The student voice feedback showed that the students have a much better knowledge and understanding about keeping safe on the internet. A governor thanked the school for its work in this area and the on-gong parental workshops which are extremely helpful and well attended by parents.  Online Safety day workshop for parents scheduled for June 6th.  AP explained that Barnet has been issuing schools with guidance on how to manage any issues with parents writing about the school on social media.  Governors looked at the PE learning walk feedback. A governor commented on the success of the daily running initiative in Year 3. Children are tracking their fitness and recording their speeds. The school wants to roll this out to other year groups from Sep.  An existing government PE grant will double in April (although this is likely to be the last year of the funding) so HP is planning to spend the additional money on a Non-Stop Action coach. Student voice feedback indicates how highly the children rate Non-Stop Action coaches.  Very informative and useful feedback from those governors who attended the last learning walk. A governor commented that the TAs said they find the new intervention approach much easier when they are planning and delivering just one intervention. This is what the school is planning to do in the future.  Year 2 reading flooding has now finished – TAS are supporting with the KS1 Tests.  After May half term the TAs ‘flooding of reading’ will take place with Year 5 and Year 1.  Moderation meetings have taken place with schools in the partnership. AP said that this has not always been helpful as there have been some mixed messages from different moderators.  A governor asked whether the KS1/KS2 Leaders would be interested in becoming Barnet moderators in the future.  Governors passed on any feedback and comments about the policies to AP.  MM gave an overview of all CPD provision across the school for the summer term and informed Governors about the planned training for the new restorative justice behaviour management approach.  A governor asked whether a session on ‘the developing brain and mental health’ could be booked for the governors’ training session before the FGB in July.  Early Years Profile results submitted to Barnet and look very good.  Year 1 phonics test is the first week of June. HP has trialled a new approach this year which has had an excellent impact on students’ confidence and self-esteem. Expected pass mark is around 32.  KS1 Tests take place during the month of May, in small teacher-led groups in the classroom. Results not reported to parents Barnet but used to support teacher assessment and moderation process.  KS2 Tests take place next week. Four governors have volunteered to be observers throughout the week.  Progress and attainment outcomes look good. In the last lesson observation cycle, 19 lessons were observed - 4 were outstanding, 2 were good/outstanding, 11 were good and 2 were requires improvement. However, the books and student outcomes for the latter two are good and AP doesn’t have any concerns about these two teachers.  There was no AOB. | AP to speak to AM about additional spelling support for lower ability students.  Termly learning projects for each year group to be emailed to parents. Possibly to go in the newsletter?  AP to speak to EP/AM/JO about KS1/KS2 moderator roles. |