

Holly Park School – Learning & Teaching Committee Meeting Agenda

Date: Monday 23rd January 2023

Present:- Ann, Maria, Gemma, Lorean, Clare P, Clare W, Clare H, Emily

Apologies:- Andrea, Anna

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
Actions from last meeting: N/A		
Policies: Sex and Relationship Education EYFS Educational Visits		Let Ann know of any changes by Friday 27 th January
Terms Of Reference	No comments made	To be reviewed in September 2023
Relating to the SIP 2022/23 Intent To ensure that cultural capital is planned out across the school to give a better breadth and coverage of experiences e.g museums, art galleries etc To improve the ICT infrastructure To continue to embed diversity throughout our curriculum in meaningful and linked ways	<p>Emily looked to see that there is a good coverage of experiences for children across the school Reception and Year 1 need to get out more but this has money implications as they need to travel on a coach for safety reasons Y1 – Y6 need to have three experiences with two of these being out of school. One could be something like History off the page in school</p> <p>This has now been completed. It was a very good community project Teachers and children are very happy with the new computers A governor asked what the next fundraiser is likely to be – possibly a library or repairs to the Infant Playground</p> <p>Emily has been monitoring what is in place across the curriculum</p>	<p>Emily to meet with Reception & Y1 teachers to discuss</p> <p>There won't be a big fundraiser next year. This will be done every 2 years</p> <p>The next Governor Learning Walk is on Equality & Diversity</p>

<p>To be an inclusive school where ALL are welcome - there are NO outsiders at our school</p>	<p>This has received positive feedback from teachers and children. It is taught mainly through Talk Times It links to many other curriculum areas A governor asked if lessons are sometimes able to draw on what is happening in current situations in the news – yes Emily share her class Floor book which showed some examples of lessons</p>	<p>Clare W has sent an email for consideration following previous discussions.</p> <p>Ann & Eve will discuss.</p>
<p>Implementation</p> <p>To implement Learning Organisers in all subjects as part of medium term planning</p> <p>To create resources and tools to better support EAL children when they join the school</p> <p>To develop consistency in Maths teaching across the school – with a focus on maths mastery</p> <p>To build teachers confidence in teaching RE within the new scheme</p> <p>To ensure phonics teaching and intervention is embedded across the whole school and is consistent and targeted</p>	<p>Most of these are now in place and being used apart from Music and Spanish which are in development The last Governor Learning Walk saw these (history) , spoke to teachers and to children – very positive feedback from all</p> <p>Diana created these at the start of the year and gave them out to teachers to use with children joining who are new to English</p> <p>The Deep Dive in Maths last term went well. It focused on fluency in the younger years and in the bottom 20% in each class. The Deep Dive didn't look into the Maths curriculum at Holly Park as Helen Morrison looked at that when she met with Sidrah in the summer term. A governor asked if there are any Maths Learning Organisers – no, will look to see if these will work for Maths</p> <p>Annie led some Inset during the Inset Day in November and also asked the teachers for feedback on how they are finding the scheme. Although some of the lessons are long and need to be adapted, overall the feedback from teachers was very positive. Ann observed some RE lessons, which were good.</p> <p>During Pupil Progress meetings, phonics interventions were planned and are running across the school</p>	<p>They will be developed further so that they are enquiry based with a question at the top</p> <p>Need to speak to Diana about these – possibly more resources and tools need to be created.</p> <p>More work needs to be done to develop better consistency and clarity in KS2</p> <p>There will be an RE Deep Dive in summer.</p> <p>Phonics may well not be on next year's SIP – depending how results go this year</p>

<p>To adapt the curriculum more effectively to meet the needs of SEND pupils</p> <p>To create a sensory space for SEND pupils or those with emotional needs</p> <p>To track involvement of PPG pupils in events to support levelling up</p> <p>To Increase number of PPG pupils able to be involved in sport and the Arts</p>	<p>Diana and Emma have adapted the learning on the Learning Organisers for children with SEND and they have led some Inset for teachers. They will lead another Inset this week. A governor commented that it must be difficult to individualise learning, as children's needs are so vastly different. Concern was expressed for teachers' workload. A discussion followed about this.</p> <p>The sensory room is complete and used by children who need it. There is a table outside it for children to use if the sensory room is already in use.</p> <p>Sally is tracking to see what extra activities PPG children are participating in eg clubs and councils</p> <p>This is important as it is about measuring the impact of what we find out about involvement</p>	<p>Once this is completed, it will be shared with governors</p> <p>A Partnership sports event is planned for Summer term for children who are PP or SEND</p>
<p>Impact</p> <p>To continue to work on Quality First teaching using Walk Thrus</p> <p>To continue to evidence the breadth of subjects taught (Continue with Floor books)</p> <p>To create effective and meaningful assessment in foundation subjects</p>	<p>We are working through skills for teachers for behaviour in class</p> <p>These are going well. Emily shared some examples and showed governors her Floor Book</p> <p>We need to ensure that assessment in foundation subjects is done for a purpose as they are different to Maths English – once you have finished a topic, you don't return to it. So, Emily is putting together a document that shows assessments that are already being done eg quizzes and mind maps. It then needs to be made specific to staff that they must do a formal assessment and when this must be done A governor asked if Ofsted have an idea of what assessment they want to see with</p>	

<p>To review planning processes</p> <p>To review the impact of interventions and establish effective and consistent interventions</p> <p>To increase attainment at GDS in KSI across reading, writing and maths</p> <p>To improve attainment of EAL pupils in KS2</p> <p>To improve the standard of writing particularly in KS2</p>	<p>foundation subjects – no it is up to each school how they do it</p> <p>Changes have been made to the planning process. This is going well</p> <p>We are changing the word “interventions” to “support”. This can happen in the classroom or outside. We are trying to avoid children coming out of class too much to do interventions, as we don’t want them missing other lessons. A governor asked if this includes “Otto Club”? Ann clarified that this is different as it is an intervention that is run by occupational therapists to develop fine and gross motor skills</p> <p>We are giving GDS children opportunities to increase their attainment as these are different to the learning that all children will access</p> <p>This is still very much an area in progress. We need to visit a school that do this well.</p> <p>We started work on this last year and are continuing to develop consistency The next Deep Dive will be in writing – this term</p>	<p>This will probably be a target again on next year’s SIP. It could be a project for Emma Fitzpatrick next year.</p>
<p>Professional development (CPD) (Maria)</p>	<p>Maria shared courses booked and the plans for the Inset Days as well as Inset sessions after school for teachers</p>	
<p>LNI Visit – Deep Dive - Writing</p>	<p>As mentioned above</p>	
<p>AOB</p> <p>New Chair for the T&L committee</p> <p>Agenda for future T& L committee meetings</p>	<p>The Chair of this committee should ideally not be a member of staff therefore it shouldn’t be Maria</p> <p>Ideally, for succession planning, each committee to have a Vice Chair in addition to the Chair</p>	<p>Have these in place in the Summer Term</p> <p>Gemma has offered.</p>

<p>Teachers strikes</p>	<p>Clare suggested making changes to the agenda for T&L to avoid repetition at each meeting and to allow governors to scrutinize impact made with the SIP more effectively This could be set out with termly progress each term – perhaps RAG rating – this is however what Ann does with the SIP.</p> <p>A governor asked if there will be planning done to address missed learning from the strikes. No, we are not able to do this. Teachers will of course adjust their plans. A governor asked if the school will be closed. Ann explained that we cannot ask the teachers if they will be striking but we are confident that they will tell us.</p>	<p>Ann explained that if the school is closed, we will aim to give a packed lunch will be given to FSM children.</p>
-------------------------	---	--