Holly Park School - <u>Learning & Teaching Committee Meeting Agenda</u>

Present:- Ann, Maria, Emily, Vi, Ally, Lorean, Claire P, Gemma, Rhonda

Apologies:-

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
Actions from last meeting: N/A	None	
Policies: PPA Drugs, smoking and alcohol Global learning	Comments received back and amendments made.	
Terms of Reference	Updated last term. Only need to be reviewed annually	
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, for example museums, art galleries etc	Emily has been collating this. Ann has asked teachers to start looking into trips and to start booking them for next year. Emily has met with reception and year I to looking at trips and variety of choice each year. Year 2 had planned to go to Barnet Museum this year but the museum has now closed. Governor mentioned work with Royal Holloway University for years 5 & 6 to attend the university as a trip may be something to look into.	
To continue to embed diversity throughout our curriculum in meaningful and linked ways	All learning organisers have people in them, Emily has looked at art and there could possibly be more diversity in them.	Alice as art lead will review them
To be an inclusive school where ALL are welcome - there are NO	Eve has done lots of work around this and we feel it is a strength in the school. Ann has spoken to children throughout the year groups who have also feedback through pupil voice that they think that they learn a lot about equality and diversity and	

Date: Friday 19th May

outsiders at our school	inclusion and respect. Each year group looks at a different protected characteristic.	To take this even further next year we will plan assemblies that cover all of the protected characteristics.
Implementation To implement Learning Organisers in all subjects as part of medium term planning	These are mostly completed although there will be ongoing small tweaks made to them. We are currently working on Spanish at the moment. It is now a case of monitoring that staff are using and following them as set out. Governor asked if teachers find it easier to follow them. Yes they do find them easy to follow and useful. Teachers who have been working in the same year group for sometime may have fallen into habits of what they had always done before but the Learning Organisers help with remembering to teach all parts of a subject that are required and constant book looks, pupil voice etc mean that we are checking and monitoring. The Learning Organisers show progression through the years groups and ensure continuity. They also mean that teachers are aware of prior learning.	
To create resources and tools to better support EAL children when they join the school	This is ongoing and still working on this. Progress has been slow Governor asked why this has not fully progressed as yet. SEND has taken priority There has been some development e.g Phonic interventions, the use of widget	
To develop consistency in Maths teaching across the school – with a focus on maths mastery	This is ongoing. Sidrah has run several insets for staff.	
To build teachers confidence in teaching RE within the new scheme	A lot of work has been done around RE. Learning Organisers have been a big help and there is definitely more teaching of RE taking place. Many trips have been attended or have been booked to places of worship. We will have an RE deep dive in July. Angelo was RE subject leader, Annie has taken over whilst Angelo is on Maternity Leave. Emily has advised that she enjoys teaching Re, enjoyable subject to teach, the children are engaged. So far year 6 looked at commitment for Islam, virgin Mary for Christianity. 50% taught is Christianity the remaining is a different religion per year group. We do have to follow the Barnet scheme for RE. We have collected data relating to religion at the school and found that the largest religion for our children is Islam.	

Every major religion is covered once - but Judaism twice.

Currently children use the same book for PSHE and RE, from September they will have separate books for each subject which will make it easier to just look at one subject and see progression throughout the years.

Governor asked if there are any disputed views whilst teaching RE in class.

No, children are proud of their religion and speaking about it and open to listen to each other. Celebrating everyone and all religions and values are the same across the different religions. There is discusiion and lots of comparison.

Parent Governor mentioned their child has come home many times and spoken about RE and that they seem to really enjoy this subject.

From September this will be changed. Currently Year 2 look at Christianity and Judaism but going forward they will be covering Christianity and Islam so that Isalm is covered twice – in Y2 and in Y6

To ensure phonics teaching and intervention is embedded across the whole school and is consistent and targeted

Lots of work has already been done.

We are really looking at phonics and how its being taught in KS2, identifying children that did not pass phonic checks. We have bought into Rapid Phonics which is being used across the school in KS2 and is working well for intervention.

We have reviewed how we do phonics interventions to get the best from them and to target children effectively. TA's are now working with small groups of children from mixed year groups -3 times per week. Different TAS are working with children on different phonic phases.

Governor asked if the children involved with the interventions are being tracked separately.

Yes they are tracked on the interventions.

To adapt the curriculum more effectively to meet the needs of SEND pupils

This is ongoing and Diana and Emma have already done lots of work on this, adapting the curriculum but not making it different for SEND pupils. They have also presented a few insets to staff so far and will be delivering more.

We have brought into Widget which is a great resource for SEND and EAL children as can change the language on words and also show pictures along with the words. Diana has also been tracking the involvement of SEND pupils in events to support levelling up.

We have asked for a SEND review will be in coming up – exact date not yet known. Diana and Emma have been asked to speak at the SEND conference on the work they have done around this.

Governor asked if SEND resources are linked to learning organisers.

	Yes they are linked. There are ideas of possible adaptations for SEND pupils for the topics being covered by each year group.	
To track involvement of PPG pupils in events to support levelling up	Sally has already done lots of work on this making sure PPG children are involved in different groups, activities, shows, sports etc and is tracking this information. Last year with our partnership schools PPG children attended a number of activities including attending two ballets. There is a special transport for London trip for SEND children this year to aid transition to Y7. Governor asked if we keep track of which children are playground leaders, in which school council etc. Yes we keep a track of this so we can ensure different children get a chance each year. Governor asked if many PPG children attended the year 5 and year 6 residentials. 10 children attended from Year 5 trip out of 65 children in total and 4 children attended from Year 6 trip out of 45 children in total. We will be looking at possibly changing location and time of year for our year 5 & 6 residentials as we go at the most expensive times and costs of these trips are increasing. Possibility of activity days for year 5 rather then a residential trip. As we are getting more children not attending these trips staffing is also an issue. Governor asked if children are not attending residential trips due to financial reasons This is some of the reasons along with cultural reasons and some children simply not wanting to go.	We will be looking into a sport event for PPG and SEND children with our partnership of schools.
To Increase number of PPG pupils able to be involved in sport and the Arts	As mentioned above.	
Impact To continue to work on Quality First teaching using Walk Thrus	Maria has been leading quality first teaching on behaviour, focusing on what teachers are doing to manage behaviour in class and different strategies used. The walk thru materials are a good stimulus biut the best thing about them is that they are a stimulus for producing good discussions and getting good ideas from each other and an opportunity to discuss pedagogy.	

Monitoring the coverage of the curriculum across the school with observations, book looks and	This is ongoing with observations and learning walks. We will have RE and writing deep dives coming up. We have talked to the children a lot more this year regarding their lessons and what they have to say on them. We will continue doing this and feedback to the class teachers. Pupil voice is good for really finding out what is happening.	
To continue to evidence the breadth of subjects taught (Continue with Floor books)	Yes we are carrying on with floor books which are working well across the school and evidence the curriculum.	
To create effective and meaningful assessment in foundation subjects	This is ongoing and is a big focus. Emily has done a staff inset where we asked the teachers to try different methods for this and there will be another in July. We will be monitoring this going forward, identifying how we assess the children in different subjects. We now have an assessment strategy document which sets out how assessment happens at Holly Park.	
To review planning processes	This is completed. we have made a few tweaks through the year.	
To review the impact of interventions and establish effective and consistent interventions	Ongoing. Diana has already done a lot of work on this and collected information on the interventions carried out in and outside the classroom.	
To increase attainment at GDS in KSI across reading, writing and maths	Monitoring the children who were classed as greater depth and if they are still at greater depth. Lots of work in year 2 for the children to be classed at greater depth. It is challenging to be greater depth especially in writing as all criteria have to be met for example joined up writing, punctuation etc Governor asked if this was to raise standards Yes but high standard and not many children will make it to greater depth despite the fact that they can write very well.	
To improve attainment of EAL pupils in KS2	Ongoing with interventions, phonics, widget all in place to help with this.	

To improve the standard of writing particularly in KS2	Linked to above. Writing is still a weaker area and we are looking to focus next year at the basic's full stops, capital letters which all need to be embedded. Emily and Avalon have worked hard on this already. We can see that writing suffered during Covid – probably more than other areas and there are still gaps	
Professional development (CPD) (Maria)	Teachers meet on Wednesdays after school. Theyhave done training on subject leader training, behaviour, assessment, maths, writing, geography, reviewing learning organisers. Lots of online courses for TAs, MTS, nursery nurses on antibullying and SEND has been done on strike days.	
	Special needs courses for level 2 TA's, Sally has attended multiplication check course, Kathy working with parents course, Michelle and Maria attended SCR course this week.	
	There is not much Barnet training offered for support staff so looking at training for them ourselves.	
	Governor asked would the TA's have time to do the training if you did not have the strike days?	
	Not as much as TA's are with their one to one child during the day and to cover them there would be a cost involved.	
LNI Visit – Deep Dive – Writing	Will be done this term in July.	Feedback for RE and writing Deep Dives
LNI Visit – Deep Dive - RE	Will be in June.	
АОВ	None	