

Holly Park School – Learning & Teaching Committee Meeting Agenda

Date: Monday 17th October 2022

Present:- Ann, Maria, Anna, Gemma, Emily, Clare W, Claire P, Rhonda, Lorean

Apologies:-

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
Actions from last meeting: <ul style="list-style-type: none">Learning Organisers to be used from September	These are now being used.	
Policies: Educational Visits Home School Agreement Learning & Teaching Curriculum Drugs, smoking & alcohol	Quite a few comments back already.	
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	<p>Throughout the year every year group from year 1 have two trips, two curriculum days and visit one place of workshop. Emily Sampson has asked all teachers to let her know what they have planned for the year so we can see what places have/will be visited and what subjects this would cover. Looking to have a broad range of places and subjects, impact will be more next year as many trips already booked.</p> <p>The work was not carried out in the summer holidays due to a shortage of parts and was scheduled for October half term. Not all of the work can now not be carried out over October half term completely due to not having enough Barnet technicians. Gerard, our IT technician, will commence with the works after half term. The broadband speed has already been improved and the new desktops have arrived. The wifi work will still happen over half term.</p>	

<p>To continue to embed diversity throughout our curriculum in meaningful and linked ways</p> <p>To be an inclusive school where ALL are welcome - there are NO outsiders at our school</p>	<p>Throughout the learning organisers – links to different people from different backgrounds, race, culture, religion, gender etc. We are currently doing Back History Month.</p> <p>Eve has carried out insets with teachers about inclusivity in the curriculum. Year 6 have looked at conflict, they have used a book where the characters are cats and shows conflict and how its solved.</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>These have been implemented and this year will be about embedding them and using these whilst planning. Emily has advised that planning was a huge task every year and having the learning organisers has been a massive help as information is there and means we are teaching what the school expects to be taught rather than individual teachers doing what they think. Staff have been asked to use the google drive and not the school sever to upload work and information as then this is accessible to all staff including the TA's which helps them to see what will be taught in class before they attend. As long as the subject being taught is covered this can be delivered how the teacher chooses.</p> <p>Governor asked if the learning organisers will be updated They will be reviewed and updated throughout the year at the end of every term, we will receive feedback from staff and pupils which the SLT will look at.</p> <p>Governor asked if the teachers were happy with them so far, are they helpful Yes, the feedback so far is that they have really helped and have helped with cutting down time when planning and makes it more consistent.</p> <p>Diana Kelly is in charge of this. On previous inset day TA's made resources. We have a lot of EAL students at present, we find this is more of an issue in KS2 than KSI due to the lessons and language used in class. All class teachers now have packs to support EAL pupils, we are also using the DFE laptops for this purpose. Diana has found some schemes which are good for SEN but will also work well for EAL pupils as shows pictures along with words and can show words in English and other languages.</p> <p>Governor asked if there was any main language group No it is very varied</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</p>	<p>Governor asked if there were any training courses for TA's around EAL Not really. If any available we will send TAs but it is very much about EYFS and KS1 language opportunities – TV, cooking, games etc Governor asked if we would have EAL children from different year groups mixed up in small groups which we could help/work with. We used to do this but we do not have the staff to do this anymore. Governor asked if we have the resources when sending parents information to send in different languages We do not have the resources/systems to do this. The website translates into different languages. We do use other children and other parents to translate when necessary. Lots of partents use Google translate on their phones A governor mentioned a site she used to translate a whole letter</p> <p>Some of the children that have arrived at the school as EAL do pick up the English language quite quickly. It is hard when they do not as we do not know if there is SEN, or this cannot always be detected so quickly or easily.</p> <p>Sidrah Mir is leading this. We have a deep dive in maths in December. Looking for consistency across the school, we are moving away from White Rose worksheets as we have used these lots since we went into lockdown. Currently in KS1 we are using NCETM and looking to see if this could be used for KS2.</p> <p>Angelo was the RE lead. Annie Nichols has taken over. There is no national curriculum to follow for RE, we follow the Barnet Agreedscheme which is not always clear. We have brought into Discovery RE Scheme which also links with Barnet scheme, we have found this helpful and useful to use. A member of staff has mentioned that the scheme has been good to use, can be quite creative, interesting, and thought provoking in lessons as it gets people thinking and also links to different subjects within each religion looked at. Governor mentioned that after a RE lesson her child came home and discussed different religions leading to different cultures and things they had discovered. A governor asked if it specifically mentions Atheism as a defined group? It doesn't but there are lots of open questions about what the children think and feel in their own lives and lots of opportunities to discuss issues, values etc that are not specifically about religion</p> <p>Sarah Walton led training in KS2. She has also recently ran a phonics workshop for</p>	
--	--	--

<p>whole school and is consistent and targeted</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>year 3and 4 parents around why phonics is still important in KS2, its not just for KSI. Phonics is used all the way through school, its leads to spelling in the later years also.</p> <p>This is a big Ofsted focus at present, making sure the curriculum is adapted for SEN. Emma Fitzpatrick is currently working on a project around this looking at learning organisers and what can SEN children learn and gain from foundation subjects.</p> <p>Sally Thomas is now sharing an office with Diana Kelly and Sally's old office has been cleared out to create a sensory room and a safe place for SEN and children with emotional needs. We have made a bid for £3000.00 to the Friern Barnet Education Trust to assist with creating this room, we are waiting for outcome of this. The room is already proving useful for particular children.</p> <p>Making sure that PP children are involved in the wider school environment, taking part is spots teams, councils, other groups. This year we have enrolled in Junior Duke, the parents have paid £10.00 for their children to join, we will see how this goes and may look into purchasing this for PP children next year but is too soon to say if we will definitely do this. A governor commented that a lot needs doing at home and would parents support that We would need to gauge who would be interested and sally would potentially have to lead some sessions in school so the children could complete it</p> <p>As above.</p>	
<p>Impact To continue to work on Quality First teaching using Walk Thrus</p>	<p>Making staff reflect and think about their own practice and teaching, different things that are important and what makes a good lesson. It is good to work on pedagogy as well as just subject specific content. It is not about teaching your grandmother to suck eggs but is about time to discuss – how we teach. People can get stuck in a rut</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>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>in their owl ways.</p> <p>We will be carrying on with this to ensure it is really embedded</p> <p>This will be looked at in the Spring term. What does assessment look like? We have previously trialled things but not very good so will be working on this.</p> <p>Emily described this. This has been set up and is effective, the next planning will be in January.</p> <p>Diana Kelly will be leading this. We should have interventions that can be measured. Our previously run interventions where children were taken out of class to work in groups was measured at the beginning and at the end but this had little impact in the classroom. TA's advised that it was hard to do all the work with the children and interventions were taking around a term and a half rather than a term. This year we will be focusing on reading and phonics interventions during the school day for example during assembly time rather than taking them out of class all the time. Teachers are setting out how this is to be done. TAs are supporting more in class.</p> <p>KSI data from this year was not made public, there was no league tables this year. We did well at national expected level but we will be looking at why we did not do so well at greater depth, is there something else we should be doing.</p> <p>Links to above.</p> <p>Emily and Avalon have run session on this and insets with KSI and KS2. Looking at consistency in approach to writing, looking for more extended pieces of writing in books regularly, inspiring children to write in a more creative way. This is also an appraisal target for teachers.</p>	
---	--	--

Professional development (CPD) (Maria)	<p>This term is always usually the busiest for courses.</p> <p>ECT training courses and ECT mentor training has been done</p> <p>Maria and Diana have completed Mental health 1st aid and Ann will be attending senior mental health training.</p> <p>Kathy has attended suicide prevention and trained as a parent gym leader.</p> <p>There have been subject leader courses, curriculum courses, Sally will be attending a spelling course.</p> <p>Safeguarding for two new AHTs</p> <p>Wellbeing course for Ann, Maria, Eve and Emily</p>	
AOB	None	