

Holly Park School – Learning & Teaching Committee Meeting Agenda

Date: 16th October

Present:- Ann, Maria, Vi, Otto, Rhonda, Lorean, Gemma, Clare H, Sarah, Claire P, Atia

Apologies:- Ally, Emily

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
<p>Actions from last meeting:</p>	<ul style="list-style-type: none"> • Alice as art lead will review learning organisers for diversity Ann and Emily have actioned and some artists have now been changed to be more diverse. • Protected Characteristics - To take this even further this year we will plan assemblies that cover all of the protected characteristics. This has been planned in, two assemblies have already been done. We have had two comments back regarding these assemblies regarding that parents do not wish for their children to be involved – this has been addressed and dealt with. • RE - From September this will be changed. Currently Year 2 look at Christianity and Judaism but going forward this year they will be covering Christianity and Islam so that Islam is covered twice – in Y2 and in Y6. Year 2 have looked at Judaism and have visited a synagogue, they will be looking at Christianity next and then Islam. • We will be looking into a sport event for PPG and SEND children with our partnership of schools. • Feedback from RE and writing Deep Dives Both went very well and very positive comments by Helen Morrison. 	<ul style="list-style-type: none"> • This is to be planned and will look at doing this in the Spring or Summer term. • Reports to be shared on Gov Hub
<p>Policies: Assessment Policy Blended Learning Policy Talk & Communication Policy</p>	<p>Feedback received on Governor Hub. Policies amended as necessary</p>	
<p>Terms of Reference</p>	<p>This has been updated. A gov made a suggestion about an item about specific governors that is now part of</p>	<p>Update TOR for T&L and chairs committee with change</p>

the chairs committee role		
<p>Relating to the SIP 2023/24 Intent</p> <ul style="list-style-type: none"> • To further develop Foundation subject vocabulary to ensure all pupils really understand new vocabulary introduced • To fully explore cross curricular links within the planned curriculum • To draw out common threads within the curriculum • To ensure that Diversity is fully embedded within all curriculum subjects • To develop a sense of social action and campaigning within the curriculum as part of our work on Rights Respecting schools • To refresh the Holly Park Learning Skills 	<p>This is ongoing. Emily will be leading insets. Vocabulary trees are up and ready to be used.</p> <p>Emily will be doing this across the year. Learning organisers will be looked at by subject leaders and looking at cross referencing.</p> <p>We have already started to do this in some subjects. Looking at common themes in learning organisers and developing the curriculum even further over the year which Emily will be looking at.</p> <p>This is ongoing. We have looked at artists for example and have advised that if there are two artists we should be looking at both artists and comparing not just choosing one which is more inclusive. Black History month this month, each year group have been given a different book to look at, discuss etc.</p> <p>We have received the Gold Award and now maintaining this. Children have been writing letters to local MP's etc which will be related to campaigning within the award.</p> <p>These have been refreshed and back to using them, we did discuss whether to get rid of them but decided to keep them. The Holly Park Learning Skills have been discussed in assemblies across the year groups. In the Summer term we will speak to children to see if this has been retained and any impact.</p>	<p>In the spring term Maria, Eve and Emily will hold inset for teachers.</p>
<p>Implementation</p> <ul style="list-style-type: none"> • To further develop and embed a wider range of strategies to promote reading for pleasure across the school • To focus on the basics of writing particularly in Y2,3,4 in order to 	<p>Emily will be looking at this. We are bringing back 'Reading Together' where parents come in and read to children, we will be looking to do this once per term.</p> <p>Writing results could still be even better - , one area to look at was basic punctuation. Current Year 6 missed a lot of school due to Covid in years 2/3 and</p>	

<p>ensure automaticity and fluency in punctuation</p> <ul style="list-style-type: none"> • To further develop teacher subject knowledge of phonics in KS2 • To further develop Teaching Assistant pedagogy with Rapid Phonics in KS2 • To establish clarity and consistency with writing working walls • To implement and embed the small steps Maths curriculum across the school • To ensure that Maths vocabulary is clear within the curriculum and is used effectively • To further develop Teaching assistant subject knowledge in Maths • To embed the calculation policy within practice 	<p>this has impacted their punctuation as not being taught within school.</p> <p>Many governors attended last weeks learning walk led by Sarah to look at phonics. Phonics interventions are in place during assembly for some children. There will Insets led on this.</p> <p>Sarah will lead more training for Teaching Assistants and on our next inset.</p> <p>All classes have writing working walls these differ from classrooms as teachers do these differently. Going forward they can look different but all should include same certain things. Avalon is leading this. Governor asked if we would rather they were all a polished display or a working wall. A working wall that reflects current learning – not pristine but not tatty - and must also be current and relevant</p> <p>Sidrah has written a brand new maths curriculum using white rose and NCETM and this has been delivered to teachers. Going forward there may be a few tweaks needed here and there which we can look out throughout the year.</p> <p>Links to vocabulary and writing working walls, children remembering and using.</p> <p>Peter Warwick Maths Advisor attended to deliver maths training on our last inset day. Feedback has been good, TA's have said it has been beneficial and have been using what they have learnt in maths groups.</p> <p>Every school must have a calculation policy copy of this is on the google drive for all staff to see. We have produced a new version for staff to use (with staff input) and reinforcing that this is used. This in response to observations last year when we saw some operations being taught differently by different teachers in the same year</p>	<p>We have asked our LNI will be coming in in a few weeks to look at Phonics in depth in November.</p> <p>He will be attending on our next inset day in November to deliver further training.</p> <p>This will be monitored across the year by the maths lead</p>
---	--	---

<ul style="list-style-type: none"> Develop the consistent use of visuals on lanyards and class timetables to support learning and emotional development for all pupils incl SEND pupils More consistent use of concrete resources in both English and Maths as a non-negotiable as part of quality first teaching 	<p>group.</p> <p>SEND review went very well. Feedback advising visuals and timetables used across the school should all be the same. This has now been changed and all staff have the same visuals and timetables in classes are all the same. Diana has subscribed to Widget, we have used symbols across the school from this. Widget is a really useful tool especially for SEND and EAL children.</p> <p>This was another part of feedback from the SEND review. Making sure there are concrete resources for SEND and EAL.</p> <p>Governor asked do you find that going from KS1 to KS2 resources are used less? They are used a lot in KS1 and yes a bit less in KS2. However - children do learn better with visuals and the CPA is part of our strategy.</p> <p>Our support staff gov confirmed that resources are still used widely across KS2</p> <p>Governor asked if there was any analysis of SEND outcomes from last year. Yes this can be shared.</p>	
<p>Impact</p> <ul style="list-style-type: none"> To continue to develop and embed assessment in Foundation subjects Ensure that feedback comments in writing are purposeful. To further support pupils in Y2 who did not meet the Y1 phonics check 	<p>A lot of work has been done around this. Assessment of foundation subjects has moved on. We assess children in lessons, asses at end of units, assessments and end of the year which is informal not tests.</p> <p>We should be using very clear feedback on writing/verbal which is following our policy. Not just comments like very good.</p> <p>A lot of children who did not meet the phonics check are having double phonics, phonics interventions and we have kept school led tutoring to work with these year 2 children.</p> <p>Governor asked if they resit at the same time as year 1 phonic checks. Yes they will resit and do same papers at the same time as year 1.</p>	
<p>Professional development (CPD) (Maria)</p>	<p>Lots of training has happened already. We have had 2 insets first covering updates, rest of year, safeguarding, KCSIE updates, new mission to vision for Holly Park and TA's and nursery nurses sorting stock and classrooms. The second inset Kathy worked with MTS's around playground games, teachers looked at planning and TA's and nursery nurses had maths training.</p>	

	<p>Teachers have insets on Wednesdays. Level 2 TA's will be put forward for speech and language courses. Sarah has completed training to join the safe guarding team. Maria has completed safer recruitment training and has been booked onto an online course Brook Traffic Light Tool. Subject leaders have meetings/courses each term. We have 2 ECT's they have completed lots of online training and have also been booked on other courses going forward. We have brought into National College subscription for staff. They can log in and complete courses online that they choose and courses will also be set for staff members. On the January inset staff will be given a list of courses to complete.</p> <p>Governor asked why do we think children are using more sexualised language now We think it is an increase in children having access to social media, online games etc and having older siblings who may be on these social platforms.</p> <p>Governor asked is National College available to governors. Unfortunately, not to all governors only the chair as we only had 50 places to use and we had one spare for Clare H.</p> <p>Governor asked if we have a subscription to the school bus. We do subscribe – the chair of governors has access. We use school bus a lot</p>	
LNI Visit – Autumn Term	All schools receive a visit in the Autumn Term, Our LNI will be visiting us to look at phonics in Nov	
AOB	N/A	