

Holly Park School – Learning & Teaching Committee Meeting Agenda

Date: Monday 29th April 2024

Present:- Gemma, Otto, Claire P, Vi, Lorean, Ally

Apologies:- Attia, Clare H

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
<p>Actions from last meeting: N/A</p>	<p>N/A</p>	
<p>Policies: PE Marking presentation</p>	<p>Comments about PE made on Hub</p>	<p>Ann to action points on PE policy</p>
<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 	<p>The school has continued to work on this using Learning Organisers. Ofsted recognised that we were working on this and that it was going well</p> <p>This has not been actioned due to prioritising of other targets and time. This has not been actioned due to prioritising of other targets and time.</p> <p>Members of SLT delivered joint training to staff on diversity highlighting the importance of it and specific examples and what it should look like in the curric.. There is already a lot of diversity in the learning organisers. The AHT for curric also carried out a learning walk to look for diversity.</p> <p>We have to continue to maintain Gold. This was our weakest area in our Gold assessment. DHT to lead a staff Inset this term about what it is and what teachers can do. It is not meant to be something additional to the planned curric – but linked to what is already being done.</p> <p>A governor commented – that the Library and the video is a good campaign that children have been involved in</p>	<p>Consider if this is still needs to be addressed in SIP next year Consider if this is still needs to be addressed in SIP next year</p>

<ul style="list-style-type: none"> To refresh the Holly Park Learning Skills 	<p>This is ongoing and has been covered through assemblies</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 ensure automaticity and fluency in punctuation 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 	<p>The reading lead has done staff Inset to refresh the 4 key areas of reading for pleasure. There was also a gov learning walk. New cushions etc were bought to enhance EYFS & KS1 book areas. There has been an author visit and we have had world Book day celebrations and activities. Ofsted were very happy with reading for pleasure and commented that 'Reading is at the heart of the curriculum'</p> <p>The writing lead has led Inset on this. New resources were introduced to support this in KS2. All staff are aware that it is an area that needs constant work – especially in Y3 and Y4.</p> <p>The phonics lead has led several Inset this year. Phonics came out well in Ofsted – incl KS2. It is much more embedded now and all staff are more knowledgeable. There is another phonics Inset for KS2 staff this week. A governor commented that children seem much more aware of what phonics actually is and the word is in frequent use and in their vocabulary.</p> <p>This is now complete. TAs run interventions 3 times each week. There is still some work to ensure that teachers really know what levels their children are at and what they are doing with the TAs. TAs now attend pupil progress meetings for this purpose.</p> <p>Teachers are more used to them now and there has been improvement – however there are still inconsistencies and some are being used better and more frequently than others. For the start of next year SLT are looking out for hessian backing or magnetic backing and also suitable pads of paers with hangers. Class teachers will be encouraged at the start of the year to think where will be the best place for the working walls at the start of the year.</p> <p>This is a working document – the maths lead and AHT for curric have been working on this together as although 2 maths experts have said that it is an excellent document – it needs to be more user friendly. The AHT has reformatted the document and the maths lead has added the useful teaching links – this is work in</p>	

<p>clear within the curriculum and is used effectively</p> <ul style="list-style-type: none"> To further develop Teaching assistant subject knowledge in Maths To embed the calculation policy within practice 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>progress. Ofsted recognised that the school were working on this document and that it was going well.</p> <p>This is completed and TAs received 9 hours of training from the Barnet maths lead.</p> <p>All teachers are now more aware of the document and have it easily accessible on the drive. A book look last term checked that it was being followed.</p> <p>This is completed. The SENDCO is monitoring its continued use – particularly the visual timetable</p> <p>Ofsted noted excellent use of concrete resources being used in maths – and generally being used well.</p>	
<p>Impact</p> <ul style="list-style-type: none"> To continue to develop and embed assessment in Foundation subjects 	<p>This is ongoing and was not highlighted as any concern during Ofsted. The AHT curric held a final Inset for the year where staff shared examples of assessment. Assessment is part of ongoing practice and should not be a burden to staff. They are short simple strategies</p> <p>A governor asked if it is up to teachers to decide what kind of assessment or are they told what to do?</p> <p>There is a foundation subject assessment document which says for each subject what assessment should look like and what sort of activities are appropriate.</p> <p>A governor asked if there is capacity to use things like Kahoot etc</p> <p>We don't have lots of ipads – however teachers have used Google forms for quizzes etc which do highlight areas that are answered well and those that aren't but they can be time consuming to set up</p> <p>This is a teacher appraisal target. A folder has been created on Google drive for staff to upload evidence for their final appraisal meeting but also as evidence for SLT and subject leaders to access.</p>	

<ul style="list-style-type: none"> • Ensure that feedback comments in writing are purposeful. • To further support pupils in Y2 who did not meet the Y1 phonics check 	<p>This is a teacher appraisal target. Book looks show that this seems to be going well.</p> <p>This has been actioned and was added as a point to the SIP. Y2 now attend fewer assemblies to give extra teaching time. Children have been identified for extra reading by SLT and by Y6 children (supervised) There was extra school led tutoring in phonics.</p>	
<p>Professional development (CPD) (Maria)</p>	<p>There are fewer courses this term. Subject leaders are attending Barnet courses. One teacher is attending an EAL course as she will be leading a project on EAL. School based Insets this term cover – Resilience, SEND adaptations, KS2 phonics, Science, maths and writing moderation.</p>	
<p>Ofsted Sometimes, the curriculum is not implemented as consistently as it could be. This leads to inconsistencies, such as in identifying and addressing pupils' misconceptions and how well pupils learn and remember subject knowledge. Where this is the case, the school should iron out any inconsistencies so that the curriculum is delivered well in all subjects and that pupils build their knowledge securely over time.</p>	<p>This is the one action point from the Ofsted inspection. It seems to have 3 parts:</p> <ul style="list-style-type: none"> • Consistency of curric implementation • Identifying misconceptions • Remembering more over time – building knowledge over time <p>SLT will consider this over the next term as to what will be practical</p> <p>It does not need to be achieved at a rush and can be considered</p> <p><i>A governor commented that the expectation of remembering more and in such fine detail from the examples that were given seems harsh for such young children and seems to have a big emphasis on remembering facts rather than a more open enquiry-based approach.</i></p>	
<p>AOB</p>	<p>None</p>	