

## Holly Park School – Learning & Teaching Committee Meeting Agenda

Date: 29/1/24

Present:- Ann, Marija, Claire P, Emily, Otto, Ally, Lorean, Atia

Apologies:- Gemma Clare H

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
<p><b>Actions from last meeting:</b></p> <ul style="list-style-type: none"> <li>Partnership sporting events to be planned and will look at doing this in the Spring or Summer term.</li> <li>Writing &amp; RE Reports to be shared on Gov Hub</li> <li>In the spring term Maria, Eve and Emily will hold Diversity inset for teachers</li> <li>We have asked our LNI will be coming in in a few weeks to look at Phonics in depth in November</li> <li>Peter Warwick will be attending on our next inset day in November to deliver further maths training to TAs</li> <li>Calculation policy will be monitored across the year by the maths lead.</li> </ul>	<p>Our partnership has now been reformed so we will definitely look into this</p> <p>The reports are now on Governor Hub</p> <p>This is planned for after Feb half term</p> <p>This happened last term and went very well. The LNI confirmed that the low result in Y1 was not because of the quality of teaching and that there was a justifiable reason for the low result in 2023. The report is on the Hub.</p> <p>Peter in fact did a total of 9 hours TA training from number sense through to multiplication and division. Feedback was very positive – all TAs got something out of it.</p> <p>This is ongoing. Training happened last term – and the policy is in planning folders. Everyone needs to be reminded to follow it.</p>	
<p><b>Policies:</b></p> <p>Sex and relationship education</p> <p>EYFS</p> <p>Calculation Policy</p>	<p>On Governor Hub.</p> <p>Some feedback received</p>	
<p><b>Relating to the SIP 2023/24 Intent</b></p> <ul style="list-style-type: none"> <li>To further develop Foundation subject vocabulary to ensure all pupils really understand new</li> </ul>	<p>Emily to do learning walk and pupil voice in the Spring term to ensure this has been embedded and will be reviewing this. Further staff training in Summer</p>	

<p>vocabulary introduced</p> <ul style="list-style-type: none"> <li>• To fully explore cross curricular links within the planned curriculum</li> <li>• To draw out common threads within the curriculum</li> <li>• To ensure that Diversity is fully embedded within all curriculum subjects</li> <li>• To develop a sense of social action and campaigning within the curriculum as part of our work on Rights Respecting schools</li> <li>• To refresh the Holly Park Learning Skills</li> </ul>	<p>Will be looking at this in the Summer term as staff training to be actioned first.  <b>Governor asked what is the difference between cross curricular and threads?</b>  Cross curricular helps staff merge certain subjects together, threads helping identifying common threads running within curriculum and different subjects and supporting staff in doing this.</p> <p>Lots of work has already been done on this. We are ensuring this is fully embedded within subjects. This is always evolving and developing. An area we feel we do need to look more into is disability.  Eve and Maria have attended a course and there is an inset planned for staff later this term.</p> <p>Maria will be going through learning organisers. Will be looking at writing/campaigning to our local MP, to the school etc as pupil's voice matter. We will be looking at doing this in the Summer Term.</p> <p>This started last term and is spoken about through assemblies in order to keep them on the agenda and fresh in the children's minds.</p>	
<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• To further develop and embed a wider range of strategies to promote reading for pleasure across the school</li> <li>• To focus on the basics of writing particularly in Y2,3,4 in order to ensure automaticity and fluency in punctuation</li> </ul>	<p>A governor learning walk and a staff inset has been done by Emily. This was a chance to reflect on what we are doing and to keep it at the forefront.</p> <p>Avalon has carried out an inset on this last term. Punctuation is looked at and practiced in LKS2 interventions/provisions the children have as necessary.  Our current year 6 were not in school for years 2/3 due to Covid and missed the focus on writing and punctuation.  It is important to remember that this is only introduced in year 1 &amp; 2 and to be EXS at end of KS1 children do not need to have it fully embedded so its important that year 3 teachers are aware of this and work on it across the year and also reinforced in Y4,</p>	

<ul style="list-style-type: none"> <li>• To further develop teacher subject knowledge of phonics in KS2</li> <li>• To further develop Teaching Assistant pedagogy with Rapid Phonics in KS2</li> <li>• To establish clarity and consistency with writing working walls</li> <li>• To implement and embed the small steps Maths curriculum across the school</li> <li>• To ensure that Maths vocabulary is clear within the curriculum and is used effectively</li> </ul>	<p>Governor asked is anything happening with year 6 due to the time they missed on this</p> <p>Not specifically – constant reminders and this is worked on during their editing of writing sessions.</p> <p>A Governor asked do you think this will have a knock on effect on Spag SAT results?</p> <p>Not on the SPAG tests but could impact their writing which may not be at expected level.</p> <p>Sarah has carried out training and will be delivering more in the Summer term. She is also monitoring the training already given is in place, embedded and supporting where needed.</p> <p>Governor learning walk looking at working walls. Everyone has got these up and running and there is now a consistency across the school, we may just look at the placement of where they are in classrooms. Avalon will be monitoring this.</p> <p>Governor asked what subjects are these for?</p> <p>English and Maths</p> <p>A Governor commented that these may work even better next year as staff can really think about where they put them when they set up their classrooms in September</p> <p>We started this in September, Sidrah has done lots of work on this. Peter Warwick has looked at our work on this and feels the document produced is excellent. We need to get all staff on board with this document as some are finding it tricky to manage as it is quite long and takes a long time to plan from Emily will be looking at this to make some changes to make it more user friendly for staff in terms of format and Sidrah will be adding hyper links for ease.</p> <p>It is clear within the curriculum. Lesson obs this term have seen good maths vocab used. Sidrah has a plan to make vocab cards to be displayed on working walls – relevant to the topic.</p>	
--	--	--

<ul style="list-style-type: none"> <li>• To further develop Teaching assistant subject knowledge in Maths</li> <li>• To embed the calculation policy within practice</li> <li>• Develop the consistent use of visuals on lanyards and class timetables to support learning and emotional development for all pupils incl SEND pupils</li> <li>• More consistent use of concrete resources in both English and Maths as a non-negotiable as part of quality first teaching</li> </ul>	<p>This has improved and TA's feel more confident on this. They have received 9 hours of specific maths training from a maths advisor.</p> <p>Staff will be reminded of this across the year and to refer to it as they are teaching</p> <p>All staff now have visuals on lanyards and classes have class timetables, we need to make sure they are being used to full capacity – Diana is monitoring</p> <p>This is ongoing, Diana is monitoring this. Manipulatives were seen in maths observations this term</p> <p><b>Governor asked how often do you observe?</b> We observe every term, each observation is around 10 minutes long. Sometimes the teachers know when we will be observing but not always – some are unplanned. We have looked at Maths already this term and will be observing PE.</p> <p><b>Governor asked if Ofsted has started inspections again?</b> Yes they have resumed their inspections.</p>	
<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• To continue to develop and embed assessment in Foundation subjects</li> <li>• Ensure that feedback comments in writing are purposeful.</li> <li>• To further support pupils in Y2 who did not meet the Y1 phonics check</li> </ul>	<p>Emily will be monitoring this over this term with an inset next term. This is in place but feel we can do a bit more work around this and to make it consistent and embedded</p> <p>Inset has been done on this. We received comments around this following a deep dive but feel that as long as highlighting has been done and our policy followed then it is fine if the teacher would like to make a comment on the work.</p> <p>This is ongoing and we continue to monitor this. Lots of work is being done in year 2.</p> <p><b>Governor asked what happens if children do not pass again?</b> They will not be tested again, but will be identified as needing further help with phonics as they move into Y3 and they will do a rapid phonics intervention.</p>	

Professional development (CPD) (Maria)	The TA's have had lots of maths training. Level 2 TA's and the pastoral team have received Autism training. All staff completed online training for asthma, domestic violence and Anaphylaxis on inset day, staff also completed other courses assigned to them as appropriate Lots of subject leader courses this term	
LNI Visit – Autumn Term (Phonics)	As mentioned above and report is on governor hub.	
<b>AOB</b>	None	