

Holly Park School – Learning & Teaching Committee Meeting Agenda Spring 2026

Date: January 26th 2026

Present:- Ann Pelham, Maria Michael, Gemma Morgan, Kate Thornton, Mun Keat Looi, Dominic Gee, Atia Rafiq, Leanne Hall, Emily Sampson

Apologies:- Clare Hegarty,

AGENDA ITEMS	KEY DISCUSSION POINTS	ACTION (who? /timescale?)
Actions from last meeting:	A planned learning walk later in the year for the new RE curriculum - HT explained about the new RE curriculum changes for new governors.	Plan for an RE learning walk in summer
Policies: EYFS Sex and Relationships Education Calculation Policy	Governors have made comment on the noticeboard. A governor asked – who are the policies for? How do they work? Who monitors them? There are certain ones which are statutory. Ofsted expect certain ones on the website. Some have to be reviewed annually – some biannually. When you have various audits they get looked at e.g Finance audit – financial management, credit card. H&S audit – lone working, COSHH etc Ofsted expect to see and read some before they visit e.g safeguarding & child protection All teachers have to sign annually to say they are aware of certain ones and where they can find them	
Relating to the SIP 2025/26 Curriculum & Teaching Develop oracy within the curriculum Establish greater consistency in how the curriculum is implemented - content delivery. (Learning organisers) Maths - embed the small steps with regard to vocabulary and definitions RE - Introduce a new RE Curriculum in line with the new Barnet agreed syllabus	Eve & Maria led Inset last term about talk times and activities and debate. Emily will lead Inset this week about Oracy across the curriculum with ideas that can be used across various subjects. Y6 are planning a debate for assembly. Explained for new gobs what learning organisers are. This was linked to an Ofsted target about inconsistency. So last year the learning organisers were streamlined by subject leaders. This year is a chance to use them- to monitor and – to review. Explained that this year the focus is on ensure vocab is streamlined. We now have dual coded vocab cards that we will use in each year group to ensure consistency of use and terminology. Explained that we are doing this in Rec, Y1 and Y3 this year – monitoring etc and that we will introduce in Y2,4,5 and 6 ready for Sept. Emily and Annie Nichols are	

Embed the publishing phase of writing	creating these. Annie attending RE subject leader meetings. There is talk that RE may come into the next national curriculum Explained that there was a lot of work on this last year as part of our writing sequence and that Avalon (writing lead) had felt this was an area we could do more on. The year ended with an event for parents to come in. Children wrote books, stories to read to other classes, letters to Mrs Pelham, leaflets etc This year is about continuing with that. A governor mentioned that linked to writing – in the news it had mentioned children coming to school not knowing how to use a book – and trying to swipe books. They asked if we had seen that. Maria replied that we had not and that in our nursery children are turning pages in books.	
Communicate with parents about the curriculum	Emily has begun putting up a selection of learning organisers on the website the half term after they have been taught in class for parents to refer back to and use to help with memory and retention if they want to. The idea for this had come from parental feedback at some parent meetings/workshops. A governor commented that this school is excellent at sharing curriculum information with parents -more than other schools she knew of A governor commented that the termly year group curriculum newsletters are good and give parents a good overview of what will be learned	Ann will remind parents that Learning Organisers are on year group pages of the website in an upcoming newsletter
Embed memory and retrieval activities	Nothing new on this this academic year – just reminders and monitoring	
Maths – Ensure NRICH activities are embedded into practice	Explained what NRICH is. Reminding staff to include activities. Explained that maths advisor Peter Warwick came in and did problem solving and reasoning through Oracy	
Support teachers and TAs further with working with EAL children	This was a project that finished at Christmas. The project was about identification, assessment, resources etc A governor asked how is this monitored and reflected upon? Staff using the resources, sharing ideas and putting it into practice. Discussing what worked well with each other. Monitoring how the children are doing. A governor asked if Google Translate works?	

	Yes it is very useful and helpful. Far better than a dictionary for translation A governor asked if teachers have enough training for the language aspect and for dealing with trauma? Yes we have had a good amount of training. Kathy Puzey supports with trauma and we also refer to outside agencies. A governor asked if you use peers to support children? Yes we do – we buddy children up. If there are children who also speak the same language we use them too. A governor asked if we prepare existing children for the fact that a new child with no English is joining their class? Yes we speak to the children and explain what we can of the child's background. We ask them to help, to be kind and caring and to try to be empathetic.	
Continue to strengthen the teaching of computing in KS2	The team teaching started last term in KS2 – it was good but could be improved upon. It is happening this term again to support tricky units in KS2. A governor commented how good the parent session on online safety run by ECP was.	
Improve the teaching of sentence level work and grammar work for writing	This is through Fluent in 5 SPAG and colourful semantics. We have had several Inset sessions and we are monitoring how this is going by speaking to staff and children. A governor commented that colourful semantics will appeal to different pupil learning styles.	
Establish greater consistency in how the curriculum is implemented – Embed the effective use of working walls within lessons to support retrieval practice and help pupils remember more.	There was a lot of work last year on this. Every class has a working wall for maths and English. Last term there was a learning walk during Inset where all staff looked at all of the walls and described their walls and what was on it and why. A governor commented that some staff had reportedly been less keen on them than others – has this changed? Yes everyone to greater or lesser degrees sees the point of them as a teaching tool that can help children. Some are still better than others, some are bigger/smaller. Some staff find doing one easier than the other. Now they are better located and the plastic covering helps preserve them longer. Some are more beautiful than others.	

	A governor commented that they are a working wall and not a display though.	
EYFS Support level 2 TAs with interactions and child development Develop children's self-regulation skills and emotional development Ensure Nursery Nurses in Reception are used effectively to support the changing cohorts of children Participate in a Barnet Early Excellence project	Maria gave the background to this. Nursery nurses are modelling good interactions with young children. The TAs have been on courses e.g Intensive Interactions Last year most children hit most of the Early learning goals but emotional regulation was a weak area. This is ongoing work reminding staff about resources and strategies. A governor asked how we target parents? We have done various parent workshops – but its often the parents we want to come who don't even though we often suggest to some parents that they come. We have done homework for parents and children to do together to engage in so they can work with their child and see what we are doing. Kathy does I;I work with some parents. She also leads Parentgym but that also is not well attended. We can often support but can't change the way parents are with their children. A governor commented that the homework was useful as a parent. They are very skilled. They now rotate a week in each room – so that children are more supported and have 2 adults they can go to and know. The NNs can also discuss strategies and support each other more. This is about raising attainment. Maria M and Maria Y are doing this together. The first day conference was about using the outdoor area – oracy, physical development and writing. They have devised an action plan and are working on it as a team. There is also a focus on phonics. They will also be given a book and resources for it. A governor asked if this project was for the whole school? No just Reception – but Maria has included nursery	
Leadership and Governance Respond to a new Ofsted Framework and Ofsted Criteria	We are on a journey. Not mentioning Ofsted to the staff too much as it is anxiety inducing. Have spoken to staff about lesson observations this term which will be Case sampling of children – new Ofsted style – observing 2 vulnerable children in	

Monitor closely achievement in writing Change the school homework policy and practice	class. Speaking to them, looking at paperwork, hearing them read and watching them at play. The SLT are looking at the SEF – changing it to match the new Ofsted framework – one section at a time. Ann attending HT meetings and hearing about how the new inspections are going – feedback etc SLT monitoring over the year. Changed to be more focused towards end points for each year group. SIT Monitored this last term and this term to see how it is going A governor asked if it gets marked? It is discussed in class together and in older years is marked together. The one's done on line are marked by the package e.g TTRs. In younger years it is added to a folder.	
Professional development (CPD) (Maria)	Maria explained the different types of CPD we use. External courses have included: subject leader meetings, moderation, Brook Traffic Lights, The Spring conference on adaptive teaching, De-escalation toolkit, communication. Weds teacher Inset this term has included: Oracy, colourful semantics, online safety, Young Carers, Relational Policy, Writing moderation, sustainability.	
To take to Full Gobs	N/A	
AOB	N/A	