

FIELDHEAD CARR PRIMARY SCHOOL GOVERNING BODY

Teaching and Learning Committee

Minutes of the meeting held on Tuesday 19 January 2016 at 6.15pm.

PRESENT: David Wisnia (Chair) Sheena Critchley (Acting Headteacher)
Tammy Best Nichola Carroll
Leanne Jackson Jane Peacock

IN ATTENDANCE: Barbara Walker (Clerk – Governor Support Service)

1.0 APOLOGIES

Apologies were received and accepted from Katie Coates.

ACTION

2.0 EARLY YEARS FOUNDATION STAGE (EYFS)

2.1 Lisa Warner (Foundation Stage Leader) was welcomed to the meeting to give a short presentation on EYFS. The school had decided to use the Early Excellence baseline assessment tool to measure progress.

Q) Would the tool be used as a starting point for each child? A) Yes the children need to meet 12 of the Early Years strands to achieve a Good Level of Development.

Q) Did the government use the information to measure progress into KS1? A) Yes this was the purpose. The school had taken part in the pilot project and would become statutory this year. It was considered that the Early Excellence model was the better system than the other two options available.

2.2 Foundation Stage Policy

Governors had received a copy of the draft policy.

Q) How was the Tapestry Learning Journal working in school? A) It was felt that the journal was a better use of time and being used by parents.

Q) What are the views of parents on Tapestry? A) They were very positive with the introduction of the journal with many parents supportive of the new initiative also staff were in support to use the profile. It was suggested that 'strengths and weaknesses' be changed to 'strengths and areas for development'. The acting Head agreed to amend the policy with this change.

SC

Resolved:

- That governors agreed to adopt the Foundation Stage policy with the change made.

3.0 MINUTES AND MATTERS ARISING

3.1 Resolved:

- That the minutes of the meeting held on 6 October 2015 were agreed as a correct record.
- That the Chair was authorised to sign the minutes.

3.2 Item 2.2 – Pupil Premium Report

It was noted that the updated PP statement had been added to the website.

3.3 Item 3.0 – New National Curriculum

The Acting Head had sent all governors the link to the video from Tim Oakes.

3.4	<p>Item 5.0 – Data / Pupil Progress meetings Governors were informed that Jane Peacock had met with the Acting Head to look at the data and had attended a pupil progress meeting. A report on the visit had been produced and would be circulated to governors.</p>	JP
3.5	<p>Item 6.0 – Art The Acting Head reported that she had passed on the comments to the subject leaders and this had feedback to the main governors meeting. The Acting Head would speak to G Curling on the possibility of art students from Leeds College of Art volunteering in school.</p>	SC
3.6	<p>Item 8.1 – Assessment, Recording and Reporting Policy The Acting Head explained that she had spoken to staff on the grades included in the end of year reports. It was felt that due to the many changes taking place at present and this matter would be looked at again when a clear picture was known about grades</p>	
3.7	<p>Item 8.2 – Marking and Feedback Policy L Jackson reported that the policy had been reviewed and acronyms explained.</p>	
4.0	<p>MONITORING AND EVALUATION OF THE SCHOOL IMPROVEMENT PLAN PRIORITIES Governors went through each of the SIP priorities and reviewed the rag recommendation. Priority 1a – Stays at amber Priority 1c – Stays at amber Priority 2 Action 1 – Stays at green. Priority 2 Action 2 – Stays at green. Priority 2 Action 3 – Q) What progress had been made and was it in line with expectations? A) The boys in Year 3 had made 2 points progress which was expected. Stays at amber. Priority 2 Action 4 – Stays at amber</p>	
5.0	<p>LEARNING AND PROGRESS ACROSS YEAR GROUPS</p>	
5.1	<p>Executive summary Governors made a few corrections to the data including Year 1 in Writing and Year 5 in Reading. Governors were made aware that Year 3 and Year 6 were expected to be the vulnerable groups also Year 5 in Writing highlighted as an area to monitor. The reasons for the low figures were considered due to the introduction on the new national curriculum and in the assessment method. There was a story behind the data which could be explained if needed. The SIA had been into school to carry out a triangulation process on the data and confirmed that the teacher assessments were correct. It was expected that the figures would improve over the year. It was suggested that the Gender gap should be changed to read boys. The Acting Head agreed to amend the wording and correct the data then re-circulate to all governors for the main governors meeting. Attendance – Q) What were the reasons for the lower figures in Year 6? A) There were a couple of pupils in the year group with attendance issues which were trying to be addressed. There were different methods being used to get the pupils into school and the Guidance and Support group were aware of the position.</p>	SC

5.2 Closing the gap / breadbasket

Breadbasket – L Jackson explained that the Breadbasket was used to track how Pupil Premium money was spent and the impact having on pupil's progress. The data was reviewed to ensure that funding was having impact and could be moved to other areas to have a better effect. Governors agreed that the information was very useful.

Q) Was the school finding the data helpful? A) The data was useful to establish the impact the funding was having and evidence to show the results achieved. There would be the evidence to show why a particular input may not have worked for a pupil and the reasons for making changes. It was noted that a number of pupils had made significant progress.

Closing the gap – It was pointed out that there were mixed results in the report. It was suggested that the intake year was included rather than the Year Group in order to track better over time. L Jackson agreed to amend the report to show the intake year.

Q) Were there any costs involved for the Visual Communication training? A) No this was part of the STARS input and at no cost to the school. In response to a query raised on Lego Therapy it was explained that this was being used with Year 5 as used as a coping strategy and for behavioural therapy. It was pointed out that it was a low cost input.

LJ

5.3 Intervention data

Governors had previously been circulated with intervention data for Maths and Literacy. It was noted that results were better in Literacy than Maths. Literacy in Year 3 was the only group of pupils not to make the expected points progress. These pupils would be tracked carefully along with other groups following the interventions.

5.4 Governors visits

- Jane Peacock reported on her visit to a pupil progress meeting and had found the information useful to show the ways pupils meet their targets. A copy of the report from the visit had been circulated to governors.

Q) What happens with gifted and talented pupils? A) These pupils were challenged further on a daily basis through the introduction of questioning through Blooms Taxonomy called Basic Advanced Depth. Children are challenged, and can challenge themselves through this, enabling all children to explore their learning in 'depth' and challenging the gifted and talented groups. The input was working well with pupils taking more responsibility for their own learning.

- David Wisnia had produced a report on his visit to look at 'Big Maths' in Year 3. The work taking place in this area was praised.

5.5 RAISE online data

Governors had already received and discussed the un-validated data.

5.6 Ofsted Data Dashboard

This information had been previously circulated and discussed by governors.

6.0 GROWTH MINDSET AND NOVEL STUDY

6.1 Growth Mindset

The Acting Head gave a short presentation on Growth Mindset and what makes a good learner also the characteristics. The 'Gold Book' was explained

and the ways pupils were praised for effort put in rather than just ability. The 'same day' interventions were also part of the whole process and proving useful. The new process was considered to be working well in Year 6 with input given and issues dealt with quickly where pupils were unclear. It was pointed out that staff had taken well to the changes made and found the input useful. The purpose of the 'Pit' was outlined and felt to have a good effect on the child's learning.

Q) Were parents aware of the changes with the 'Pit' ad Growth Mindset?

A) A leaflet had been sent to parents and pupils asked to explain the concept to their parents. A copy of the leaflet and presentation on Growth Mindset would be circulated for the next main governors meeting. The leaflet would also be included on the website.

SC

DW

6.2 Novel Study

L Jackson reported on the ways the study worked in school with each year group choosing a particular book each term. The book chosen would be the theme for the term and activities used to help get a better understanding of the content. The input provided was felt to be having an impact on writing and the structure. Governors were shown examples of pieces of good writing produced as a result of the input given. It was considered that the new approach was having benefits and exciting for all involved and hoped to develop into KS1 in the future.

7.0 QUALITY AND APPROPRIATENESS OF CURRICLUM PLANNING

7.1 The Acting Head showed governors the section on the website which included the new long and medium term curriculum plans. It was pointed out that reference had been British Values as part of Social, Moral and Cultural Development. The planning documents were available on the website for governors to view. It was noted that Prevent training had been arranged for 17 March 2016.

7.2 Teaching and Learning Policy

A copy of the updated policy had been circulated and felt to fully reflect on what was happening in school.

Resolved:

- That governors agreed to adopt the Teaching and Learning Policy.

7.3 English Policy

The policy had been updated to include information on the Novel Study, Growth Mindset and the new assessment process. It was agreed to remove the word 'work' and replace it with 'Learning'. The Acting Head agreed to make the amendment to the policy.

Resolved:

- That governors agreed to adopt the English Policy with the change made.

SC

7.4 Phonics Policy

A copy of the updated policy had been circulated D Wisnia provided a document which included terminology relating to phonics. The policy would be amended to change the word 'work' to 'learning'.

Resolved:

- That governors agreed to adopt the Phonics Policy with the change made.

SC

7.5 Reading Policy

The draft policy had been circulated to governors. It was agreed to record 'class tracker' from the policy.

Resolved:

- That governors agreed to adopt the Reading Policy with the amendment made.

8.0 MONITORING OF THE QUALITY OF TEACHING**8.1 Quality of teaching**

A report on the quality of teaching for the Autumn term had been received. The report had been compiled following lesson observations. The only point raised was the standards in Year 3 and Year 6. There were various interventions taking place to boost pupils involved and considered that every possible action was being taken to bring the children forward. The position would be reviewed in the summer term.

8.2 SIA visit

A copy of the report had not yet been received.

9.0 ANY OTHER BUSINESS**9.1 Assessment methodology**

Governors were informed that the school was no longer using O'Track as an assessment tool and new system now in place. The change had been made following the recent SIA visit and focus statements not now used. Governors were given information on the new assessment methodology which included a new way to show statement and percentage at each level. The new assessment process was currently being trialled. The new method was felt to be more practical to use.

Q) What were other schools using to assess levels? A) Other schools were using a similar language and using either a 6 or 9 step approach. The position would be reviewed at the next pupil progress meetings.

10.0 ADDED VALUE BY COMMITTEE

The following were considered to be areas where governors had added value. Governors had asked a number of challenging questions on the proposed revised policy documents. Governors had questioned in depth the proposed new assessment procedures and now had a better understanding on the new national curriculum.

11.0 DATE AND TIME OF NEXT MEETING

The next teaching and learning committee would take place on:
Tuesday 3 May 2016 at 6.15pm

The Chair closed the meeting at 8.25pm.