



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON 26<sup>TH</sup> JUNE 2018 AT 8.30AM IN THE MEETING ROOM

**PRESENT:** Hilary Priest (Head), Karen Jarvis (KJ), Madeline Eaton (ME), Suzanne Bryant (SB)

**IN ATTENDANCE:** Debbie Horton (clerk)

### Minutes

<b>1</b>	<b>Welcome &amp; Apologies for Absence</b> Ceri Goddard and Mike Waterson sent their apologies. As Vice-Chair, KJ chaired the meeting.
<b>2</b>	<b>Attendance &amp; Declaration of Interest</b> Those present signed the attendance form. There were no declarations of interest
<b>3</b>	<b>Approval of minutes of last Teaching and Learning Committee meeting on May 24<sup>th</sup> 2018</b> The minutes were agreed as a correct record.
<b>4</b>	<p><b>Matters arising from the minutes of the last meeting including progress made on the actions raised</b></p> <p>7. HP to include information about bucket approach and animal imagery in newsletter. This is yet to be done.</p> <p><b><u>ACTION</u> HP to include information about bucket approach and animal imagery in newsletter.</b></p> <p>9. HP to produce a summary of the pupil premium enquiry for the committee. HP had gathered this information in the draft Head's report. She reported that trends in both KS1 and 2 had emerged, based on a lack of maturity and stubbornness and lack of confidence respectively. She said that the school's aim was to address barriers to learning as early as possible not just to reduce a gap but to help give this cohort a head start in secondary school.</p> <p><b>Q: SB asked what strategies were being developed to address these issues.</b> <b>A: HP said that ensuring class teachers knew the barriers to learning in their pupil premium children was the most effective step.</b></p> <p><b>Q ME asked how lack of confidence was being addressed.</b> <b>A: HP said that Thrive intervention helped also 1 to 1 support and pre-teaching. She said that the pastoral care worker, who started her role after the summer half-term, had made a difference already, and more children were back in the classroom.</b></p> <p>13. HP to amend the Educating Children in Care policy as agreed and send to the clerk. 13. HP to make additions as agreed to Attendance policy and send to clerk. HP will send both policies to the clerk.</p> <p><b><u>ACTION</u> HP to send Educating Children in Care and Attendance policies to clerk</b></p>
<b>5</b>	<p><b>SIP</b></p> <p><b>Review of progress and success of plan over the year (to cover this committee's areas)</b></p> <ul style="list-style-type: none"> <li>The Head reported that data is still coming in so data driven goals were still in progress. She said that early years had improved in comparison to last year, likewise KS1, especially in reading and phonics. KS2 teacher assessments indicated improvement here, particularly in greater depth Maths.</li> </ul> <p><b>Q: ME asked what were the main concerns in KS1.</b> <b>A: HP said that it was writing.</b></p> <p><b>Q: SB asked if there was anything that the school had done differently this year.</b> <b>A: HP said that teachers were working better as teams, with weekly meetings, for example.</b></p> <ul style="list-style-type: none"> <li>HP reported that a new SENDco was starting in September and said that her time spent holding the</li> </ul>

	<p>SEND paperwork in the interim had been a useful learning process.</p> <ul style="list-style-type: none"> <li>Two members of staff were being trained in Thrive and they would update and train other members of staff, rather than sending all Thrive trained staff on annual, costly updates.</li> <li>The re-design of the curriculum, to ensure its accessibility to all cohorts is still ongoing. Recent discussion had been around topics, and the Harry Potter topic in particular, as this series is now over twenty years old. All groups of children were found to engage so well with it, that it was decided not to introduce a more recent subject and to continue with this topic.</li> <li>As last year's three day transition worked well, it was decided to repeat it this year. The Head said that much thought and discussion had been put into forming classes for next year, and though there was more to learn, plans were progressing well. She said that communication with parents had improved this year.</li> </ul> <p><b>Q: ME asked how children found out what classes they would be in next year.</b>  <b>A: HP said that it was talked about in class on the same day that letters went out to parents.</b></p> <ul style="list-style-type: none"> <li>SB said that transition to the new Year 5/6 class, though potentially difficult for some as a new mixed class, might be a good learning process for transition to secondary at Year 6. HP said that it had the potential to enhance confidence and show that it was possible to remain friends with children who were no longer in the same class.</li> <li>HP reported that a lot of children from out of area had joined the school, and work was being invested in highlighting the Grove's values, particularly around kindness. Assemblies had been used to emphasise respect, and understanding around difference.</li> <li>The website was being improved, with subject areas being the latest area of focus. Subject co-ordinators were now clearly responsible for their subject area on the website.</li> <li>Home learning had been researched and approximately 50% of children do homework.</li> <li>The school has started working with Canada Hill. Reciprocal appreciative enquiries had taken place. The Grove is awaiting their feedback. Staff links are being set up from September.</li> <li>The school has started fining for non-attendance, in certain circumstances. Attendance figures increased after this was introduced, but have fallen below 96% again.</li> </ul>
6	<p><b>Personal, social &amp; health education (PSHE)</b>  <b>To monitor impact of curriculum on pupils' well-being and understanding of British values.</b></p> <p><b>Q: SB asked how British Values were embedded in the curriculum</b>  <b>A: HP said through assemblies and discussions about government systems, women's rights and democracy for example, as well as highlighting values such as respect and kindness.</b></p> <p>SB said that in her professional experience, people who live in Britain but who might not define themselves as British, have found the term 'British' offensive in this context, as values, such as respect are upheld in many cultures.</p> <p>KJ said that her understanding of British values is that they are not narrowly defined and are informed by multi-culturalism and a welcoming, diverse society.</p>
7	<p><b>Behaviour</b></p> <p>See above at item 5. Current focus is on kindness and respect, using the kindness tree and random acts of kindness initiatives. The latter encourages children to spontaneously help others by washing up, for example. This is shared at school, a penny for each act of kindness is placed in a piggy bank and eventually the total is to be donated to charity. KJ said that this was popular amongst the children and inspired them to think up their own small acts of kindness and act on them.</p>
8	<p><b>Sex Education, Religious education and Collective Worship</b>  <b>To monitor that they are in line with policies and legal requirements.</b>  HP reported that they are all compliant.</p>
9	<p><b>Governors' monitoring visits from this committee</b></p> <p>A science and a PE enquiry had taken place. The PE report had been circulated to the committee members, the science enquiry would follow.</p> <p><b><u>ACTION.</u> Science enquiry to be circulated to committee</b></p> <p><b>Q: ME asked if there were any differences between girls and boys in PE.</b>  <b>A: HP said not. KJ said that a recent questionnaire to children about what activities they took part in out of school showed that both boys and girls participated in a wide range.</b></p>

	HP reported that the school is about to start the daily mile project, where a track a mile long is marked in the school play areas, and children can follow the track at playtimes and log their miles. Two teachers are trained in yoga, and the Early Years classes take part in this. HP reported that two other members of staff are to be trained in mindfulness or relaxation techniques at the Anna Freud Institute.
<b>10</b>	<b>Matters brought forward by the Chair</b> KJ asked what the committee felt that they had done for children in the meeting. SB said that she felt that they had enquired and been informed about the numerous initiatives taking place in the school which are in place to nurture and care for the children.
<b>11</b>	<b>Date &amp; time of next meeting</b> FGB meeting Tuesday 10 <sup>th</sup> July 8.30am

**The meeting finished at 9.30am.**

#### Summary of Actions

Item	Action	Lead	By when
<b>4</b>	<b>HP to send Educating Children in Care and Attendance policies to clerk</b>	HP	By 10 <sup>th</sup> July 2018
<b>4</b>	<b>HP to include information about bucket approach and animal imagery in newsletter.</b>	HP	Next newsletter
<b>9</b>	<b>Science enquiry to be circulated to committee</b>	HP	Before 10 <sup>th</sup> July 2018