



## MEETING OF THE TEACHING AND LEARNING COMMITTEE ON NOVEMBER 19TH 2019 AT 7.30AM IN THE MEETING ROOM

**Present:** Hilary Priest (HP), Head, Mike Waterson (MW), Karen Jarvis (KJ),  
Suzanne Bryant (SB), Chair, Sam Gothard (SG)  
**In attendance:** Debbie Horton (Clerk)

Minutes

<b>1</b>	<b>Welcome &amp; apologies for absence</b> Neil Maslen sent his apologies.
<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 15<sup>th</sup> July 2019</b> They were signed as a correct record.
<b>4</b>	<p><b>Matters arising from minutes of last meeting including progress made on the actions raised</b></p> <p>4. Follow-up co-ordinator/governor visits at the FGB meeting on July 16<sup>th</sup>. Done.</p> <p>11. Circulate governor visit reports to all governors. Done.</p> <p>The visits completed this term are: SEND (MW and SG), Science (NM), PSHE (SG), Pupil Premium (NM), Facilities and Health and Safety (IS).</p> <p>A question which arose from the SEND visit was how well assessment is shared with parents. HP said parents do meet with the SENDco and My Plan is shared at parents' evenings by classroom teachers. SG said that My Plan is not always shared. SG noted that all EHCPs had been accepted which indicated that they had been very well evidenced.</p> <p><b>Q: SG asked how high needs are benchmarked.</b> <b>A: HP said through the use of professional services, such as the Educational Psychologist.</b></p> <p>The science visit flagged up the question of what the school was trying to achieve in science. HP said that in January an INSET day would focus on curriculum intent. HP tabled a draft paper about curriculum intent and impact. This had been discussed with the cluster group and was going to the SLT today.</p> <p><b>Q: SG asked HP where her ideas came from.</b> <b>A: HP said that they had developed over the 12 years that she had been at the school, and had originated from a project on values which took place when she first arrived. Values and beliefs had developed and evolved over time.</b> MW encouraged governors to follow through their visits, and monitor developments.</p>
<b>5</b>	<p><b>Election of Chair and Vice-Chair</b></p> <p>SB was elected Chair and KJ was elected as Vice-Chair, with the proviso that if a staff governor cannot stand for this office (clerk to check), then SG would be elected to this position.</p>
<b>6</b>	<p><b>School Improvement Plan</b></p> <p><b>An update on this term's target areas, relevant to this committee.</b></p> <p>HP informed governors that the development of early reading and the introduction of a consistent phonics programme for early years to Key Stage 1 had been introduced to the SIP as a new target area. A reading monitoring enquiry is due to take place this Friday and MW and Clare Jones were invited to attend. MW informed governors that the idea of the 'deep dive', particularly into reading, is a focus for Ofsted, and governors should be aware of this idea and what it means in practice in the school. HP said that reading at home made a huge difference to children's progress and achievement in reading, and this had dropped off over the last six or so years.</p> <p><b>Q: SG asked about the possibility of initiating a reading drive with the early years children, and asked about parent volunteers in the school to hear children read.</b> <b>A: HP said that they didn't have many parent volunteers, but would welcome more.</b></p>

	<p>SG offered to hear children read.</p> <p>HP said that for the FGB, the SIP summary would have more detail in the progress areas of the plan.</p> <p><b>Q: MW asked about enrichment.</b></p> <p><b>A: HP reported that a discussion with staff had shown that they were keen to have a themed week in the Spring term. Parent helpers had been invited to help with the science option and this had resulted in a number of volunteers. As a result of the experience of the last enrichment week, the Key Stage 1 programme would be done differently, to ensure its effectiveness.</b></p>
7	<p><b>Curriculum</b></p> <p><b>Impact of new curriculum on school.</b></p> <p>HP reported that the 9 schools within the Cluster Group had each linked one area of their SIP with another school, to work on. She described the rationale behind the cluster group to SG.</p> <p>MW observed that home and the environment has an impact on the curriculum and should be included in the curriculum intent plan. HP agreed that the child's environment should be used creatively to support their learning and skills. The subject intents and progress will go on the website, once they have been agreed.</p>
8	<p><b>School leavers</b></p> <p><b>Consider their destinations and transition arrangements.</b></p> <p>HP said that a lot of work had gone into transition last year and this had paid off, as that Year 6 cohort had been quite settled about the move. She said that a mixed Year 5 and 6 class had helped with this. Most children went to KEVICC, up to a third to local grammar schools, and the odd child elsewhere, for example, to Kingsbridge or South Dartmoor.</p> <p>SB said that in her experience, transition arrangements from the secondary school end had been less good. This appears to be a common problem for children with high needs. HP noted that transition meetings with parents and the SENDco from the secondary school might address this issue.</p>
9	<p><b>Parent communication</b></p> <p><b>A review of how information is communicated to parents</b></p> <p>MW said that this item was raised at the last FGB meeting, and there were two strands to focus on; how governors communicate with parents, as there are so many ways to access information, and what governors communicate. SG wondered if there should be a communications governor. There had been one in the past, and HP suggested circulating the communication plan that she and that governor had worked on. It was agreed that Seesaw was an effective and successful source of information for parents.</p> <p><b>Q SB asked how the expectations of parents should be managed.</b></p> <p><b>A: HP said that protocols would be useful and they should be very clear. Parents communicating with staff via email had increased, for example, and it would be helpful to have guidelines here.</b></p> <p><b>Action: communication plan to be sent to all governors.</b></p>
10	<p><b>SEND</b></p> <p><b>Agree annual report on SEND provision for school website in line with statutory duties.</b></p> <p>This has been posted on the website.</p> <p><b>Action: committee to read and email any comments to head and Chair of Governors.</b></p>
11	<p><b>Climate change</b></p> <p><b>Exploratory conversation</b></p> <p>SB had been contacted by a parent who had asked about the school's response to climate change. For example, whether a green energy supplier was being used by the school. The parent had produced a document, which SB would circulate to the committee.</p> <p>HP said that the school had 2 members of staff who had taken on the question of climate change and what the school might do in response. They had addressed the question of single use plastic, and taken on the values of reduce, reuse and recycle, but more could be done.</p> <p>MW wondered whether the school should produce a short policy on green values.</p> <p>KJ said that she thought mindset was important, and the children were encouraged to respect and value what they have in the school and to look after it.</p> <p><b>Action: to circulate climate change document to committee</b></p>
12	<p><b>Policies</b></p> <p><b>To review Safeguarding and SEND policies for recommendation to FGB and to review the complaints procedure.</b></p> <p>The SEND policy had been checked and was ready for recommendation to the FGB.</p>

	The Safeguarding 2019 policy needed to include a reference to the use of CPOMS in the school, and would then be ready for recommendation. The latest complaints procedure from Devon was agreed and adopted by the committee under delegated authority.
<b>13</b>	<b>Governors' monitoring visits from this committee</b> <b>Reports from visits which have taken place.</b> The following reports had been received and discussed above at item 4: Pupil Premium Science SEND x 2
<b>14</b>	<b>Matters brought forward by the Chair</b> There were none.
<b>15</b>	<b>Date &amp; time of next meeting</b> T&L Committee Tuesday 11 <sup>th</sup> February 2019 at 7.30am It was agreed that the subject leader for reading should be invited to the next meeting at 8.30am to give a presentation to the committee.

The meeting ended at 9.45am

	To do	By whom	By when
<b>9</b>	<b>Communication plan to be sent to all governors.</b>	Head	By end of term
<b>10</b>	<b>Committee to read and email any comments to Head and Chair of Governors.</b>	All	By end of term
<b>11</b>	<b>To circulate climate change document to committee</b>	SB	By end of term