



## Meeting 2 – Part I Minutes – Teaching & Learning

| Date/Time          | Monday 1 <sup>st</sup><br>February 2021<br>6.30pm | Location     |           | Whimple Primary School |          |          |           |
|--------------------|---|--------------|-----------|------------------------|----------|----------|-----------|
| Attendees          | Initials  | Category     | Committee | Attendees              | Initials | Category | Committee |
| Carole Shilston    | CS  | Head Teacher | F&R/T&L   | Matt Brown             | MB       | Staff    | T&L       |
| Gail Martin-Davies | GM  | Co-opted     | T&L       | Julia Green            | JG       | LEA      | T&L       |
| Sarah Butler       | SB  | Parent       | T&L Chair | Linden Best            | LB       | Parent   | F&R/T&L   |

| Apologies | Initials | Category - Reason |
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| Absent without Apology | Initials |
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| In Attendance  | Initials |       |
|----------------|----------|-------|
| Helen Mitchell | HM       | Clerk |
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| Minutes to         | Papers to |
|--------------------|-----------|
| Attendees          |           |
| Apologies          |           |
| School Noticeboard |           |
| School Website     |           |

|   | Agenda   | Led by |
|---|--|--------|
| 1 | Apologies  | JG     |
| 2 | Business Interests   | JG     |
| 3 | Minutes of the last meeting – 6 <sup>th</sup> October 2020 | JG     |
| 4 | Matters Arising  | JG     |
| 5 | School Improvement Plan                                    | JG     |
| 6 | Curriculum   | JG     |
| 7 | Standards Update   | CS     |
| 8 | Policies   | CS     |
| 9 | AOB  | JG     |
|   | Date of Next Meeting: Monday 14 <sup>th</sup> June 2021    |        |



| Ref | Action or Decision  | Owner/<br>Decision  | Date Due |
|-----|---|---|----------|
| 1.1 | <u>Apologies</u><br><br>Everyone present.   |   |          |
| 2.1 | <u>Business Interests</u><br><br>None to report.  |   |          |
| 3.1 | <u>Minutes of The Last Meeting</u><br><br>The Part 1 Minutes of the meeting held on 6 <sup>th</sup> October 2021 were agreed and signed – subject to item 6.1 in agenda item 4.1 below.   |   |          |
| 4.1 | <u>Matters Arising</u><br><br>4.1 Online Safety Policy is on this agenda.<br>5.1 Terms of Reference – CWR is Early Years Governor – should she have been on this one. Agreed that they will only attend if there is an Early Years matter.<br><br>6.1 Ofsted action – LB challenge – are we following up on the Improvement in Math attainment in girls vs Boys – CS to check wording of minutes, as may not be quite right<br><br>8.1 JG Will follow up for Next T&L's meeting, as not relevant now with children not being in school.<br>GMD question re: bombardment of parents to school – have the actions worked? CS confirmed that most queries now come via the office, and CS points them in the right direction. JG asked if it's any better – CS confirmed some weeks are better than others are.  | LB Challenge<br><br>CS to check and feed back to HM for changes<br><br>GMD question |          |
| 5.1 | <u>School Improvement Plan</u><br><br>Was looked at at the last FGB meeting. No more to add here.   |   |          |
| 6.1 | <u>Curriculum</u><br><br>JG felt it was not appropriate to go back to previous questions from the last T&L meeting, as school is now in lockdown and circumstances have changed. But it would be useful for non parental governors to find out the view of staff, and Linden talked to some pupils, and JG has talked to some parents to try and build a view.<br><br>MB and other staff view, first thing to say is their concern that everything is there for home learning. Then they can move on to school pupils – the day tends to be similar to those at home, but does allow some more small group focused work and support. Can get through more content than with normal class numbers. Timetable slightly changed, teachers sharing responsibility for a class, so that they can then do meetings with children at home. Will do sessions as well on a topic for 30-40 mins only, before |   |          |



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|     | <p>concentration is lapsing. Feels very different from the first lockdown, teachers feel much more in control – positive impact on both children and staff. But does mean that breaks for teachers are to catch up for comments with the home learners. Teachers are mindful of responding to any home learner queries in a timely manner.</p> <p>Consensus was that you can leave school earlier, but then you are setting work in the evening for the next day. Similar work load, but structured slightly differently. Challenge is managing time and balancing Classroom teaching and giving attention to those at home.</p> <p>JG asked how sustainable it is. MB highlighted the responsibility of responding to the home learners to keep them engaged. Feels ok at the moment, but if it really went on long term it could be tough.</p> <p>JG says that governors are in awe of what the staff, led by Carole, are doing. The feedback from children and parents is impressive. The worry is sustainability.</p> <p>MB said that the decision by CS to have eligible children in full time who are there has been very beneficial, in order to be able to plan and keep that continuity.</p> <p>JG fed back from the parents and children.</p> <p>LB appreciated the gap between those who have been to school and those who haven't, will it be larger this time. In terms of mental health and learning. CS believes that as home learning is more structured and set up that the curriculum shouldn't be as much of a gap, unless the child hasn't engaged with. CS and MB feel but yes definitely in terms of mental health.</p> <p>SB challenged, is the school monitoring the engagement. CS KS2 there is an expectation, attending a google meet, and submitting 2-3 pieces of work. KS1 is harder as more things are practical, Can see Parents are uploading to Tapestry, but can monitor doodle maths. CS if you have concerns, there are phone calls to follow up, but there aren't many. MB can set work in Google docs and children have to hand work in, and can see that the majority are.</p> <p>GMD thinking about mental health, and thinking about Year 6, are there concerns about those moving on to high school. MB it's good that they know that SATs aren't going ahead, as it gives them more time to reintegrate the children's; self esteem and team building exercises. To help support. MB will assess as will probably be different for each child.</p> <p>JG will forward feedback to HM, who can share it with the staff. CS thinks it will be good to see the positive feedback.</p> <p>JG felt humbled, in awe and very proud to be a governor of the school, that the most of the children are getting a rich experience if they are in or out of school. Staff are doing a brilliant job.</p> | JG question   |  |
|     |  | SB Challenge  |  |
|     |  | GMD challenge |  |
| 7.1 | <p><u>Standards Update</u></p> <p>CS reported that The Data is based on Reception, on-entry data, New government baseline just about to be announced.</p>  |               |  |



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|     | <p>Data based on Teacher assessment at the end of the Autumn term. Children are coming in particularly weaker, especially in Maths. Language Assessments again were quite interesting – concepts (shapes, size) again were weak across cohorts. Children coming from other settings (other than Whimple PreSchool) are noticeably weaker. CS will feed back and liaise with PreSchool, but particularly difficult in current times. Planned actions have had to change as in lock down again. The children that are in school in Reception are doing some focused activities to improve this.</p> <p>LB challenged that Yr 1 results are good, but Yr 2 results are more worrying. CS stated that this was due to the children not attending school between March and September – this has had a big impact.</p> <p>JG asked if there is targeted work to change this? CS said as fewer children are in, it is easier to focus in more detail on their performance. But children are showing signs of tiredness now until half term.</p> <p>CS says it's difficult with all year groups, for example planned practice SATs in January have had to be delayed.</p> <p>LB asked if optional SATs will be moved to April – CS stated it would depend on how long the children would be back for. Need to assess when the children return and what state they are in. Making sure they are working on a test, but ensuring they are actually understanding what they are doing, not just test strategy. Teaching of Reading, children read well, but doesn't necessarily translate into a test result. So without the SATs can focus on the child and their well rounded abilities, not just are they good at a test. CS even though there aren't official SATS they're recommending using old ones to help assess the children, and be there for an Ofsted perspective,</p> <p>GMD said that last time lockdown was released, not all children returned, and GAP increased between those returning and those not. GMD is something we have to consider again. CS we have got in 4/5 of FSM children, both EHCP children are in, and just under half of special needs children. CS there is an expectation that this time work is being set to be meeting their targets, even if they are at home. CS school has to be shown to be meeting their needs, difficult as reliant on Parents helping the children. CS has concern over one child, EWO said unless the issue was one of safeguarding there was nothing else they could do. JG stated that it appears that CS is doing everything that she can do.</p> <p>JG found it very useful.</p> <p>JG asked about the number in school – CS 47, soon to be 48. It was 46. Increasing with some family concerns, that the best is for the child to be in school. LB challenged the need to keep numbers low as in lockdown, but needed to consider the personal reasons that it could be challenged by other parents and cause problems.</p> <p>CS update on SATs – no KS2 and KS1 SATs – teacher assessment check. Times Tables and phonics check in the summer have also gone. CS can't just fill the gaps – you have to assess and identify the gaps before they can be filled. The assessments will be cautious.</p> <p>MB it was noticeable the impact of the absence of Fantastic Fridays due to 'bubbles' meant that teachers didn't have the relationships with the children before they started with them.</p> | <p>LB Challenge</p> <p>JG Challenge</p> <p>LB query re SATs</p> <p>GMD challenge</p> <p>JG question</p> |  |
| 8.1 | <p><u>Policies</u></p> <ul style="list-style-type: none"> <li>Online Safety (incl. Acceptable Use Policies, filtering and passwords). LB queried highlighted item on page 5. CS says that it's a new bit. LB questioned whether</li> </ul>   |   |  |



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|                                 | <p>there should be a home learning bit on the pupils acceptable use policy. CS has taken it from the SWGFL format. CS covered in online safety training. MB says that it covers school systems and devices – so is widely covered. They have to sign to borrow equipment to agree only for school work.</p> <p>LB noted that the security section needs tidying up.</p> <p>LB challenge – is the school monitoring the data regularly. CS yes, and also the school has purchased a google software – RM Buzz to be able to monitor by pupil.</p> <p>JG diagram of action if there is a concern, is the poster up for the school staff. CS will put some posters up.</p> <p>Policy all agreed.</p> <ul style="list-style-type: none"> <li>Teaching &amp; Learning</li> </ul> <p>JG felt it was very user friendly and very clear. LB mistake on pg 1, Whimples 6R's – CS says this has been changed. LB questioned whether staff had seen and had input. CS says yes. LB questioned whether the marking policy is being done and is it achievable. MB confirmed it was. JG asked whether at some stage in the future it would be possible to see the marking policy in action.</p> <p>GMD has always been impressed with the pupil's involvement in co-marking, and working together. Does this help the children to be able to receive and deal with criticism? MB thinks it is good with careful coaching from the teacher to not just personally attack but give proper critique.</p> <p>All agreed and signed.</p> <ul style="list-style-type: none"> <li>Accessibility Plan</li> </ul> <p>CS stated that this does have to go to an FGB meeting too. JG asked whether there were any children in the school with a disability. CS responded that there are 2 children with Cerebral palsy as a physical disability and a number with other special needs.</p> <p>GMD section on respect, GMD there have been so many comments from visits of how polite and respectful the children are, and that it tally's up with the schools 6 R's.</p> <p>GMD question under the Aims section – are we in any available partnerships to enable the plan. CS a lot of the organisations rent allowed to come into school at the moment. But yes there have been different organisations that come in and support specific issues with specific children.</p> <p>All agreed.</p> | <p>LB query</p> <p>LB Challenge</p> <p>CS to put poster up - diagram of action</p> <p>LB question</p> <p>JG future action - see marking policy in action</p> <p>JB question</p> <p>JG question</p> |                        |
| 9.1                             | <p><u>AOB</u> There has been a survey on a project for 6 apples – to work alongside the 6 R's. CS has surveyed the children for feedback on suggestions. Would like the governors to answer it. CS will ask HM to forward on.</p>   |  |                        |
| The meeting finished at 7.50pm. |   |  |                        |
| Date/time of next meeting       | 1 <sup>st</sup> February 2021   | Location   | Whimple Primary School |