



Meeting 1 – Part I Minutes – Teaching & Learning

Date/Time	Tuesday 6 th October 2020 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

Absent without Apology	Initials

In Attendance	Initials	
Helen Mitchell	HM	Clerk

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 – 21 st January 2020	JG
4	Matters Arising	JG
5	Teaching and Learning Committee Terms of Reference	JG
6	Draft School Improvement Plan Update	CS
7	Data/Standards Update	CS
8	Curriculum – Feedback from Class Teachers	JG
9	Policies – SEND	CS
	Date of Next Meeting: Monday 1 st February 2021	

Ref	Action or Decision	Owner/ Decision	Date Due
1.1	<u>Apologies</u> Everyone present.		
2.1	<u>Business Interests</u> None to report.		



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3.1	<p><u>Minutes of The Last Meeting</u></p> <p>The Part 1 Minutes of the meeting held on 21st January 2020 were agreed but some changes need to be made, so will need to be signed by JG as a true and accurate record at the next meeting – 1st February 2021.</p>	HM & JG	
4.1	<p><u>Matters Arising</u></p> <p>5.3 CS confirmed that advisor visit did take place.</p> <p>6.1 Ofsted roadshow – Believe that CWR attended. (DID She attend = HM to ask)</p> <p>7.1 – Student teachers – Both of the students chose not to come in after the country had gone into lockdown. They did however assist with some online learning. One qualified, one has yet to qualify.</p> <p>8.1 – Need to check follow on minutes to see if Online Safety Policy was agreed.</p>		
5.1	<p><u>Teaching and Learning Committee –Terms of Reference</u></p> <p>Terms of reference (TOR) Membership should be completed and kept on file.</p> <p>Questions on TOR are similar to SIP, agreed to adopt those from the SIP at each T&L meeting.</p> <p>JG will lead curriculum LB Data GMD SEND Community & parent links - LB Early Years – lead is CWR, should CWR be present on this committee? School Improvement is a responsibility of all governors</p> <p>JG to amend document – give to HM</p>	<p>JG</p> <p>JG/HM</p>	Completed
6.1	<p><u>Draft School Improvement Plan Update</u></p> <p>CS will add to last year's plan, as it will cover the 2-year period.</p> <p>Reading, Writing and Maths action. SEN, Early Years action PSHE action</p> <p>Because of lockdown, some items have been adjusted.</p> <p>From the last Ofsted actions are to improve pupils progress in maths across KS2 (especially girls) and to improve the progress made by boys in KS2.</p> <p>JG challenged – should we keep some of the points the same because of the lockdown. MB and CS said that some have been, and some are being tweaked.</p>	JG Challenge	



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	<p>JG year of consolidation – right and proper. SIP should be a working document, so not right to just complete and check off.</p> <p>JG should there be a COVID section?</p> <p>CS stated that it will be at least a term to ascertain where the gaps are – it is unrealistic to think it will all be evened out within this current school year. Children are already tired.</p> <p>MB said that it does not seem that the children have missed 6 months of education in terms of the curriculum, it is the skills and readiness to be at school that are causing challenges. It is getting the children used to being at school again.</p> <p>CS plan to update SIP by half term. Governors would like a printed copy.</p> <p>School Evaluation Form (SEF) – will sit alongside this.</p> <p>JG stated support of what the school is doing, and offered any support governors can give.</p>	CS	23 rd Oct.
7.1	<p><u>Data/Standards Update</u></p> <p>CS has put in year 6 2020, and also where current year 6's is now.</p> <p>Attainment data from summer is in bold. Teacher assessment overall year 6 achieved what was hoped to be achieved. Each child was assessed individually. This has been compared to prior year. Writing is always teachers assessed.</p> <p>LB asked what % of children were making expected or better than expected in the summer 2020 year 6 group? CS stated that the school doesn't have progress scores, as no SATs took place this year, so nothing submitted. It was the School's choice to do their own assessment. However, based on internal teacher assessment cohort progress would be:</p> <ol style="list-style-type: none"> 1) Reading and writing progress would be slightly positive, as although we have the same % of children working at EXS, but a slightly greater % working at GDS. (reading 28%-33%, writing 17%-25%) 2) Maths progress from KS1 would equate to zero as attainment at KS2 matches KS1 for WTS/EXS/GDS. 3) As individual scores are calculated on a more detailed basis, our progress measure should be taken with caution, as the manipulation that is done to the individual scores could swing this either way. Lots of other factors can influence the actual progress made by a child. <p>What we can see is that some children offset others.</p> <p>Usually we can break down analysis into specified groups, however as these are often very small and some individuals can go across different groups, e.g PP and SEN, the % are meaningless.</p> <p>JG said this analysis would be useful for governors in case of a visit by Ofsted in order to have a full picture.</p>		



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	<p>Sep 2020/2021 year 6 are not expected to do as well. We have some pupils in year 6 who have been identified as having Special Educational Needs (SEN) since being assessed in KS1.</p> <p>CS stated that quite often the issues don't become apparent until KS2. But also SEN numbers are on the increase and some are being seen earlier.</p> <p>JG asked what can be done to improve the outcomes for our current year 6's. CS stated that for some children this is difficult. It does depend on child's need. CS stated that the children have had extra interventions, but continue to work out what is best for the child – this is not just be able to sit a SAT's paper. MB has to offer a lot of support to some of these children. The Cohort is very broad – at both ends of spectrum.</p> <p>LB and JG noted that this must be difficult for the teaching staff. MB stated that staff are managing this with the support of the teaching assistants.</p> <p>CS/MB trying to help children with life skills. CS/MB all throughout school will adapt to what the needs are. The School is very individual pupil focused.</p> <p>JG offered the support of governors.</p>		
8.1	<p><u>Curriculum –Feedback from Class Teachers</u></p> <p>Teaching and learning snapshot, from the staff at Whimple. Useful for Governors to have a view of what is happening/what is the climate among the teaching staff.</p> <p>Mostly teachers had a discussion rather than individual response, as the majority were saying the same thing, and they found it useful to have the conversation.</p> <p>JG comments that there was a theme going through the responses, the challenge of the children settling back into the daily school structure and their resulting behaviour.</p> <p>JG think we should come back to these questions again in the future to see what progress is being made, and how the staff are feeling.</p> <p>CS stated that the concentration of children and consequently the lessons have had to be broken down into shorter periods of time – a 45-minute lesson, now in at least 2 separate parts with a mental break.</p> <p>Point 4 – what are the challenges – 'expectation of parents'. More demand on office with questions from parents, as not getting informal time with teachers. Don't want to stop communication, but its working out how to do this in these times. Some parents have been emailing teachers direct, this was deemed inappropriate.</p> <p>Going to suggest parents to email the office, but response may not be immediate. CS to reiterate in the weekly newsletter to parents. CS to correspond parents to state queries will be responded to by the end of the following working day.</p>	<p>JG to put in agenda for next T&L meeting.</p> <p>CS</p>	



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	<p>JG is there an email protocol. Worth reiterating to parents in these times.</p> <p>Governors happy to talk to the parents direct to stop the emailing direct to staff.</p> <p>JG headings to revisit, - Behaviours, identifying the gaps, supporting individuals, communicating with parents and Staff Wellbeing.</p> <p>LB challenged – have there been any silver linings of last 6 months. CS some children have come back and slotted in. CS most important thing is that they have come back happy.</p> <p>Schools ability to have most children back for some time in lockdown, meant we could deal with some of the issues with children getting used to leaving parents then when they had time.</p> <p>JG asked MB to thank the staff on the governing bodies behalf.</p> <p>JG thinks governor visits should definitely be limited this term.</p> <p>MB raised Sports premium fund review, after James Terrett left – SB has volunteered to go through this with MB.</p> <p>LB asked about the protocols in regard to offering ONLINE learning to any child who is not in school. Teacher of child who is self-isolating is responsible to provide learning to the child. May be adapted, but online learning will be offered.</p> <p>What is provided would be dependent on whether a whole bubble is at home or individual pupils.</p>	SB	
9.1	<p><u>Policies</u></p> <ul style="list-style-type: none"> SEND – annual review, Reviewed by GMD. Population and range of conditions is increasing all the time. Joint responsibility and support across whole school, not just the teacher. GMD impressed by genuine commitment, concern and communication of the school to pupils and their families. <p>GMD stated the responsibility for SEND can be very time consuming and draining on those involved.</p> <p>CS has broken down analysis by area of need.</p> <p>LB seconds everything that was said.</p> <p>JG what has struck her was the loss experienced by the parents on a diagnosis being made, MB stated that it's a type of grief.</p> <p>But for child in certain circumstances it can be a relief to find out why they struggle. For example, if they are dyslexic.</p> <p>LB – page 11, question - Check that Governing Body do prepare and publish an annual SEND information report. The SENCO prepares one, and this is published on the website.</p>		



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	All governors have agreed the policy but needs to go to FGB for signing.	CS	
The meeting finished at 7.50pm.			
Date/time of next meeting	1 st February 2021	Location	Whimple Primary School