

Minutes of the Teaching, Learning and Outcomes Committee (TLOC) held Online

Wednesday 9 March 2022

Present: John Parkin (JP, Chair), Neil Perry (NP, Vice Chair), Christina Bates (CB), Ricardo Herbane (RH), Katie Hehir (KH), Chris Jagger (CJ), Linda Jones (LJ), Aditi Vedi (AV), Tony Davies (TD).

Clerk: Lis Silver

1. Apologies for absence

Apologies were received from Paul Waldman and Rosa Mottershead (RM). Mark Tinkler was not present at the meeting. It was noted that RH and CJ are not members of this Committee, but all governors are welcome to attend all Committees.

2. Declaration of direct or indirect pecuniary interests relevant to agenda items

Christina Bates is H & S rep for the National Education Union (NEU). There were no additional direct or indirect pecuniary interests declared.

3. Minutes of the TLOC Meeting held on 17th November 2022

The minutes of the previous TLOC meeting were approved by the committee. It was noted that one correction was required in the minutes since the meeting took place on 17 November (not October).

4. Matters arising and agreed actions update

The actions from the previous minutes were reviewed. The following was noted:

- Chrome books provided by the PTA for Key Stage 1 have arrived – KH noted the difference that this makes is enormous since it helps her to accurately assess what each child is able to do e.g., in Music where the children have been composing tunes and previously, they had to work as pairs because of the number of Chrome books.
- RM has advised that she has not yet been able to do her Link Governor visit to review Maths.

5. Review of Progress data from Autumn 2021 (not 2022)

TD advised that since there is only one term's data there is a danger of reading too much into the trends since progress is not always in equal steps. The school will feel more confident when they have data for at least two terms, however this initial data is helpful in terms of setting expectations and ensuring key questions are being asked early. The accuracy of data is particularly difficult when looking at progress for smaller groups of children such as pupil premium children.

The data shows children generally are making good progress and that many children are already catching up and achieving the levels the school would expect if there had not been a pandemic. It is pleasing to note that this is particularly evident in Year 6 where there has been targeted maths catch up support so that the children are ready for their move to secondary school. However, in year 4 the data indicates slightly lower attainment which the teachers believe is due to the nature of that cohort. In reply to a question Governors were advised that this is a challenging year group with a higher number of PP and SEND children and absence due to the pandemic resulted in higher social and emotional health needs. This has meant that when they first came back into school it was necessary to focus on these needs first. In addition, 6 children left from this year group and 6 new children joined meaning that there was a large number of children with missing progression data which will have impacted the results. The Year 4 teachers have been receiving excellent support on writing from Liz Steel, one

of the Assistant Heads to help them make rapid progress. Unfortunately, two of the Year 4 classes needed to be ringfenced because of high levels of Covid which has delayed the support interventions.

Overall level of attainment in reading and maths is higher than attainment in writing but this is the normal pattern for St Matthews. This compares favourably to other schools who have seen a drop in Maths's attainment as a result of the pandemic. However, it is important to be cautious at this stage since the Maths curriculum is less cyclical and missing topics may be identified later in the year. IN answer to a question about why attainment in writing was lower the governors were advised that this reflects the national picture. Attainment in writing reflects developing ingrained habits e.g., punctuation, capital letters, paragraphs, which requires constant repetition, which was not possible when children were working from home. Now they are back in school there will be lots of reminders from teachers to ensure good habits become embedded and it is anticipated this will be reflected in results later in the year. One of the staff governors confirmed that teachers are cautious in their assessments of writing at this stage in the year and in this subject, it takes longer to establish the full picture.

However, the initial data does suggest, as would be expected from the national picture, that the gap between attainment for Pupil Premium children and the other children has increased and that the loss of formal teaching has had a bigger impact on this group of children. Whilst Pupil Premium children are making good progress in catching up the rate is on average slower than for the non-PP children so the gap continues to widen. Children that are academically able and focussed on schoolwork are understandably able to progress at a quicker rate. Additional support is now being planned which is targeted on reducing this difference. Noted that the Maths catch up work had only started in November so the impact will be small on the data presented. A better assessment of the impact of this work will be available at the end of the spring term.

The governors were advised that the school will be looking closely at the data for the younger children. These children have missed a much higher proportion of their school experience and the youngest children have also missed out on much of the usual pre-school experience. This has had a significant impact on some children's ability to interact and engage with learning.

Overall, the majority of children are making either the expected progress or better, and whilst it is still early days for determining how long catch up will take the overall picture is positive. LJ congratulated the school on the good progress that was seen in this data and in the work on catch up.

6. Update of the Revised Art Curriculum

TD advised that Katie Hehir has this year become one of the two Curriculum leads for Art and that the Curriculum has recently been revised. KH advised that the National Curriculum requirements for Art are very minimal (single page with 4 key points) unlike for Foundation subjects. The school has felt it important to develop a more detailed programme and approach to the subject. The school have taken out a subscription with Access Art, a Cambridge based charity with lots of online resources and CPD training. Access Art have been very helpful in explaining how to break down the curriculum into different areas and to identify appropriate skill statement for different ages so that there is a progression of skills throughout the school. The requirements will be looked at for different Age groups e.g., yesterday work was done with Early Years teachers to explore what Art should look like for this age group.

The pandemic has delayed the rolling out of the new Curriculum, but this will take place in Staff Meetings this term and sketch book training will be provided for all teachers (by a parent who works for the charity). The goal is not to be too prescriptive in what is required to be done but to look at how skills can be developed across the school in a range of areas including drawing, painting, clay etc. All children will be provided with a sketch book and the emphasis will be on moving away from the focus being on the final product and instead looking at the process and journey involved in developing the Artwork. There will be an emphasis not on which is the best picture but encouraging children to explore textures and colours and to be creative. KH showed the Committee pictures from sketch books that her class had begun to work on. In addition to producing pieces of art they will be encouraged to think about 'what is Art' and to include pictures and quotes that they like. The children will be given ownership of their sketch books, and a choice about what they draw and what resources they use.

One of the parent governors asked about how parents will be advised about this change to the curriculum and it was agreed that this will be an important stage of introducing the new curriculum and will follow on from the training of the teachers. Children will be encouraged to have ownership of their own sketchbooks and therefore if they want to include art from home that will be acceptable. CB, one of the staff governors advised that before the pandemic Access Art ran an After School Club initiative called the Brilliant Makers club school and that it might be worth seeing if this could be introduced into the school. A parent ran a weekly Art club before the pandemic, and it may be possible for this to be restated if a suitable space could be found. It was noted that there may be parents with art skills that could come into school to demonstrate new skills.

Governors asked about how much time was available for Art and KH advised that it was hoped there could be an hour of art each week but that it may be more practical to block at a longer period at less regular intervals.

John Parkin left the meeting at 6.14 and Neil Perry took over as Chair

7. Update on Curriculum/Teaching and Learning Actions on the School Development Plan (SDP)

TD advised that He had attended a meeting with other Heads that day and it was clear that many teaching staff are exhausted as a result of the extra demands resulting from the pandemic and that for some there has been a loss of confidence and a number have resigned. He noted that whilst teachers at St Matthews are clearly exhausted as they reach the end of a long term that overall things seem more positive. Despite the pandemic dominating the last two years the school has continued to make good progress on many of the planned action in the SDP. Whilst the primary focus has to be on supporting children to catch up on missed learning in school, he is pleased that the school is finding time for subject evaluation work and to look towards a more normal future. It is important that the target areas and key actions are kept at a manageable level because the extra demands, as a result of Covid, mean there is limited capacity for this work.

The school has recently carried out a survey amongst all class teachers asking for their views on curriculum subjects, about their priorities, about priorities for the school, access to resources and availability of time to deliver the curriculum. These surveys are done periodically to identify simple things that the school can do to support teachers and assess whether progress has been made. A separate survey is sent to Curriculum Leaders to check the school is teaching what we say we are doing. Work has been started for the Oracy responses and will be presented by the Oracy champions leading 4 separate groups with a link to a particular subject focus on the new Oracy curriculum. The school is moving from Stage 2 to Stage 3 for Oracy and to achieve this will need to appoint a Link Governor for Oracy. It has been necessary to rethink the idea of children recording short individual videos linked to their progress as a way of practicing their oracy skills – the time taken to do this and the technical challenges make this impractical at the moment, but the idea will be revisited in the future. However, there will be a move towards more child-led Parents consultations when it is possible to hold face to face meetings again – with the children presenting their own work to the parents and being actively involved. One of the next areas for consultation with staff and parents will be how these events are run in future. Covid forced meetings with parents to move online and this has had both positive and negative impacts which need to be considered in planning for future meetings. Ideally it will be possible to discuss this at an in-person Staff meeting in the summer term and to consult with parents using a survey monkey format.

This term there is an acknowledgement that some things are much harder to do on Zoom so to enable safe face to face meetings staff meetings are being done in smaller groups with only staff from 2 year groups meeting together. The 4 groups will rotate and cover training for the new Art curriculum, writing book checks – what is working well and identifying issues, Maths and Data entry. Behaviour training needs to be done at an in-person meeting and for this reason has been postponed because of Covid restrictions – likely to take place in September. This is less of a concern because there has been an improvement around behaviour issues in the playground. Time will be given next term for Action Plan writing for curriculum areas.

8. Planning Link Governor Visits

Maths visit by RM still to take place. NP advised that he has contacted Sarah and Zoe regarding his SEND and PP visit and was reminded that CB should now be included in these discussions. LJ has been prevented from visiting the school for the RHSE/Character visit but it was agreed that, if

necessary, a meeting with TD and Rebecca Johnson could take place online. TD advised that the school has seen a slight increase in Covid numbers so it may be necessary to continue to meet Governors online rather than in person for the time being. PW is working with the school on the School travel Plan. It was noted that AV has not been assigned Link Governors responsibilities.

Action: Assignment of Link Governor role for AV to be considered at next FGB meeting

9. Dates of future meetings and agreed agenda items

The next TLOC meeting will be on Wednesday 22nd June at 5.30 pm online. The Agenda for this meeting will include an item on Subject Evaluation work.

10. A.O.B

One of the Governors asked if meetings could be added to their Google calendars and TD agreed this could be looked into.

Action: TD to review whether dates for Governors can be put into Google calendars and if so then the date of future meetings will be added.

The possibility of in person Governor meetings will be reviewed for the summer term. It was suggested that Committees should remain online but that when possible, the FGB should be held in person.

Action: Review of format for future meetings to be discussed at next FGB

There was no other business.

The meeting closed at [19.30]