

**Minutes of the Teaching, Learning and Outcomes Committee (TLOC) held Online**  
**Wednesday 22 June 2022**

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

**Clerk:** Lis Silver

**1. Apologies for absence**

Apologies were received from Paul Waldman, Julie Murphy and Katie Hehir. 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**

There were no additional direct or indirect pecuniary interests declared.

**3. Minutes of the TLOC Meeting held on 9<sup>th</sup> March 2022**

The minutes of the previous TLOC meeting were approved by the committee.

**4. Matters arising and agreed actions update**

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

Action Completed - AV appointment at Safeguarding Link Governor agreed at last FGB meeting

Action Completed – meeting dates for Governors have been added to Google calendar

Action Completed – FGB agreed that some in person meetings can now take place when Covid rates are low – next FGB is an in- person meeting.

**5. Outcomes in KS2 Phonic checks**

TD advised that the school has just found out today that the pass rate for Year 1 phonic checks was 86%. This is similar to or at the top end of what the school has achieved in previous years. This is an enormous achievement for the staff and children who have worked hard on a very challenging year. He noted that the school have no idea what the national average will be but will advise the governors if and when it is published. He anticipates that the range of results from different schools will show greater variation. The data for Pupil Premium and SEND children is still to be analysed separately to see how well these specific groups did in the tests. It will be useful to check this data since these children are in general finding catching up harder.

Last week the moderators for the Year 2 tests visited the school. They visit school s to validate the results recorded but were looking for a very high level of evidence in all areas e.g., requested a video of children reading. Next year is scheduled to be the last Year 2 statutory assessments.

**6. SDP Action Planning**

**The process so far**

The process is initiated by work with the Subject leaders which results in completion of the Subject Evaluation form (SEF). These are working documents that the Curriculum Lead puts together recording attainment and progress for their subject, evaluating as emerging, developing or established and noting the different sources used for evaluation. At the start of the year there is analysis of the available data to determine the initial level of attainment and to look for evidence that demonstrates that assessments have been accurate. Methods used include looking for evidence in books on Book Looks where class teachers put out all the work from their class in selected groups e.g., high attaining, middle attainment, and SEND/PP for scrutiny by Curriculum leads. The subject leaders are looking for evidence that the required work has been done and there is evidence of the curriculum framework requirements. Class teachers are also given a questionnaire to complete for each subject

to identify common themes, concerns, resource issues etc. A speed dating session is also held during a staff meeting where Curriculum Leaders get to spend 2 minutes with each class teacher to gain a better understanding of how the subject is perceived by class teachers and to ensure their understanding of the answers on the questionnaire is correct. The Curriculum Leader summarises the key information from all the sources to give an overview of attainment and progression in the subject and ensure that the curriculum being delivered is effective, broad and balanced. This information is used to write the SEF and the information is used as the basis for the Action Plan.

The Head reviews the Action Plans for all the subjects and collates the information to form the School Development Plan (SDP) and to identify common priorities and themes. It may be necessary to adjust some of the timings in the Action Plans to give a realistic workload for the year (or if needed a longer period). The SDP for last year identified 6 common themes which run through the curriculum and different years in the school.

The self-evaluation work is a cyclical process which has been difficult to do effectively for the last two years during the pandemic.

### **Some emerging themes relating to Curriculum and Outcomes**

IN terms of the SDP for next year one emerging theme is looking at the allocation of time to different part of the Curriculum. The school has added lots of new things recently including Meditation, Oracy, new RHSE, IT and Art Curriculum and Mrs Wordsmith. There is some variability as to how well all these initiatives have bedded in across the school. The goal is to identify and resolve any areas where teachers are feeling it is difficult to cover some parts of the curriculum due to the pressure of time.

- i) To create a statement of curriculum intent to provide a clear rationale as to why we are teaching what we teach, This may provide opportunities to reduce some aspects of the curriculum or confirm our commitment to other areas.
- ii) to identify if changes to delivery can help to increase time efficiency e.g., to identify overlaps such as using Literacy to address culture and diversity. Another change will be using blocking in the timetable, so a subject is not delivered weekly but for 3 consecutive afternoons in 1 week.

### **Subject SEFs and Action Plans**

One of the governors advised that she had found reviewing the SEFs very interesting. She had noted there was an SEF for Cooking and Nutrition but that it was largely rated as Emerging and there was no budget. TD advised that this curriculum area was introduced just before the pandemic, but it has not been practical to deliver Cooking during the pandemic. He noted that with the change to the new model of having 2 Curriculum Leads for each subject (to provide adequate resource for Ofsted deep dives) some smaller subjects will move become part of a bigger subject, in this case Design and Technology.

Another question was asked about whether the Curriculum Leads had adequate time to make real adjustments to the Curriculum. TD agreed that this is a key question, but it is answered in part by ensuring that many of the activities are done as part of the time allocated to staff meetings rather than expecting there to be additional time.

NP asked about the introduction of Sonar (upgrading of Target tracker software). TD advised that the update will be in the summer holidays and the 2 systems will be run alongside each other for 3 months. It looks simpler to use and more intuitive, but training will be needed to ensure that there is good understanding about the conversion for steps of progress. At the start of the term staff will look at data on Target tracker but the plan is that by the end of the autumn term all the data will be entered on the new system. It was suggested that once the new system is installed that training for the TLOC Committee in the Spring term would be helpful to assist in interpretation of data.

**Action: Training on use of Sonar data to be arranged for TLOC in the Spring term**

One of the governors asked about whether the amount of testing done now is too time consuming. TD advised that Ofsted has changed its regime and the focus has shifted from testing to the curriculum, but in reality, both aspects are now looked at during an inspection. Deep dives are down to look at particular areas of the curriculum in detail, but poor SATS results will still impact the judgement given. He noted that over testing of the curriculum takes the fun and excitement out of the curriculum, but an adequate level of testing is important to monitor progress.

The initial Assessment of priorities for next year include

- Time for the curriculum
- Catch up of vulnerable learners
- Assessment – update to Target tracker system
- Evidencing attainment for subjects where information can not be found in books e.g., using Pupil Voice such as focus groups to support assessment data
- Capital projects – Roof terrace, Library, Playground
- Behaviour Management – STEPS training update (training for both teaching and support staff)

### **7. a. Curriculum Development**

It was noted that this had been covered in the previous agenda item. A key focus of the SDP will be the planning next term to ensure that there is adequate time to deliver the things in the slimmed down curriculum. Teachers will be looking at Year group plans and Curriculum Leads will need to be checking that everything on the national curriculum and key building blocks for the future are included in the revised curriculum. Work will also be done to organise the delivery of the curriculum to ensure the most effective use of time.

### **b. Oracy Action Plan**

The Oracy Action Plan will be updated after the consultation visit from Oracy 21 project consultant. The school has found it difficult to move on from the initial Development stage and had even thought about postponing the visit. However, Dan Fxxx was keen to visit, and it was very positive with all the evidence suggesting that the school is further on with the development of the curriculum than was initially thought. As part of the visit a focus group was held with the children, and it was very encouraging for the staff to see that more was going on than they had realised .and that teachers were naturally implementing what is needed. Dan was very impressed at the evidence he saw which indicated that the school is on the right track. He asked whether the children he saw in the Focus group had been selected and when advised that this was a typical group commended the school on how articulate the children are. The next stage will be to get Parents on board through a Parents evening and to run more focus groups with pupils so that the Pupil Voice is clearly heard by teachers. One of the governors asked if Link Governors might be able to attend Pupil focus groups – it would be a very helpful insight into their specialist area. In a focus group Dan asked the children about what percentage they thought should be pupil voice and the children suggested 80% and Dan agreed. The school will look at how they can support teachers to work towards this goal. TD noted that based on the excellent feedback from Dan it is important that all teachers get the message to take off any pressure they feel that they are not meeting the goals for the next stage. TD thanked Liz Steel, Christina Bates, Rebecca Johnstone and Kate Spencer-Allen (and now joined by Sophie Martin-Hawkins) for all their hard work in this area which has been key to achieving such good feedback. He advised that Liz has written a mini curriculum of 10-minute Oracy lessons to help teach key oracy skills. It was noted during that visit that the children have lots of opportunities to give presentations but are keen to receive teaching on the skills they need to improve their presentations, and this might be a good topic for an additional 10-minute lesson.

## **8. Planning Link Governor Visits**

**Process for curriculum related link governor visits** - TD advised that he has updated older materials for Link Governors, and these have been circulated with the papers for the meeting. These mostly focus on Link Governor visits for Curriculum subjects. A template for reporting has also been

circulated. The TLOC Chair noted that he thought the updated guide was very helpful and clear and set out the expectations from the school in a very useful way. He noted that once Pupil focus groups are established these could be mentioned in the document. It was noted that Link Governors visit reports should be shared with the teacher(s) involved in the visit, so they know what is being said and then sent to the Head teacher for inclusion in TLOC and/or FGB meeting papers. Governors should be aware that a short report produced in a timely way just highlighting key points is the most effective way to highlight findings. It was noted that the paper clearly states that Link governor visits to lessons are not about the governor judging the quality of the teaching they observe but if governors did have any concerns, then they could discuss the issues with either the Curriculum Lead or the Head.

**Any TLOC Link Governor gaps** - Governors asked if there were any gaps in Link governors and it was agreed that this would be easier to identify when the SDP has been completed so that we can ensure there are Link Governors looking at all key areas of work. There was some discussion as to whether there should be a Link governor looking at Assessment and it was agreed that this could be looked at during the next FGB meeting when gaps in Link governors are reviewed but it might be a difficult area to report on. The need for a separate Oracy Link governor was also considered – English is a very big subject with reading, writing and oracy. CJ noted that he is the Link Governor for this area and at his last visit had included Oracy, since this is an area, he has specialist expertise. For an online visit it has been possible to look at all aspects, but it might be harder for an in person visit when there is far more to look at.

**Action: Link Governor roles to be reviewed at final FGB of the academic year.**

## **9. Dates of future meetings and agreed agenda items**

The next FGB is on Wednesday 13<sup>th</sup> July at 5.30pm in person.

The next TLOC meeting will be in mid-November when the school performance data is published. Early results will come to the FGB meeting. The date will be agreed at the FGB meeting since all governors are welcome to join this meeting.

## **10. A.O.B**

**Year 4 Multiplication Tests** have taken place this year. They were trialled in 2019 but the pandemic has delayed the roll out of the actual testing. It is an IT based test with children given 6 seconds to give the right answer on a touch screen and is meant to measure if they have instant recall of their times tables, however it is possible to incorrectly enter data even when the correct answer is known. There is no historical data so it is unclear what the data will be like or what will be considered a good result.

There was no other business.

*The meeting closed at 19.00*

## **Actions**

**Action: Training on use of Sonar data to be arranged for TLOC in the Spring term**

**Action: Link Governor roles to be reviewed at final FGB of the academic year.**