

Minutes of the TLOC Committee

Monday 3rd July 2023

Present: Neil Perry (apologies), Rosa Mottershead, Tony Davies (TD), Chris Jagger, Katie Hehir, Aditi Vedi, Jon Parkin (Chair)

Clerk: Aditi Vedi took minutes

1. Apologies for absence

Apologies were received from Neil Perry

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

None

3. Minutes of the TLOC Meeting held on 8th March 2023

Minutes agreed by all attendees.

4. Matters arising and agreed actions update

SEND training for staff, who are now aware of resources available.

Possibility of introducing various levels of need based on levels of need in place of EHCP.

5. Updated Curriculum Frameworks (Reception to Year 5)

New RSHE framework included now in the updated curriculum frameworks, plus the oracy objectives.

The teachers have been working to identify opportunities for time saving for teachers to more deliver the framework, which is very comprehensive and a lot to teach. Cross-curricular links have helped by embedding certain objectives into other subjects e.g. writing into history.

Updated curriculum framework links sent out to all parents a few weeks ago. They are a helpful guide for parents and teachers to assist preparation for upcoming topics, and to ensure appropriate delivery.

6. Initial Outcomes for Statutory Assessments 2023

KS2 assessment test results have not yet been published, and national averages for all this year's statutory assessments are not yet available. Tony presented those initial outcomes that derive from teacher assessments and compared with last year's St Matthew's outcomes and the 2022 national averages.

EYFS: 69%. Reflects the challenging cohort this year. Above last year's national average and last year's St Matthew's outcome, but still lower than pre-pandemic outcomes.

Year 1 phonics check is at 71%. This is below last year's national average. Reflects the EYFS score of 64% from 2022 and poses a challenge for Year 2 next year.

TLOC committee acknowledged the impact of the pandemic on the younger children, which may be reflected in the EYFS scores in recent years nationally and in St Matthew's. Most of these children would not have been exposed to normal nursery and pre-school, which would have affected their

school readiness. Hence this data may be more relevant in context with the current national averages from 2023 when they become available.

There is also some natural variation between cohorts reflected between years, despite similar exposure to challenges posed by the pandemic between current Year 1 and 2.

Year 2 results:

68% reading at expected level and 57% writing in 2023, on par with national averages for 2022. This a little below what had been targeted for this cohort.

A staff governor reported that Year 2 children are not necessarily as far behind as the numbers would suggest. A select few students are further behind, but likely to catch up over time and their scores are likely to reflect the effect of the pandemic.

This was the final year of the KS1 SATs. Not having to focus on these in the summer term may allow more time to focus teaching rather than assessment in this key term for children's progress.

Writing:

80% for KS2, well above national average from 2022 and another strong score following on from last year's outcomes.

Maths: 72% for KS1, above 2022 national average

TLOC committee commented on the generally outstanding results over a period of years compared with national averages on most measures.

7. Key Stage Two Writing Moderation Visit

Three moderators visited, reviewed writing from select children's books. There is a significant discrepancy between schools that have been moderated versus those have not been moderated - moderation visits tend to lower final outcomes of teacher assessments compared to schools that are not moderated. Moderators agreed with virtually all teacher judgements, including those for children whose final pieces of work had to be sent off for moderation off site (as the moderation visit was three weeks ahead of the date for final assessment judgements to be made. The writing moderation process can give governors confidence in the judgements of the teachers in assessing writing.

8. Update re Purchase of New Phonics Scheme

School has selected Monster Phonics after a period of extensive research. The main difference between Monster Phonics and Story Time Phonics (the system used previously) is the availability of a set of reading scheme books, which can be shared between children and also be sent home. This does add an expense compared to some other schemes, but school felt this was well worthwhile. The cost is expected to be approximately £10,000 for the start-up set for the Monster Phonics scheme.

The scheme will be used most extensively in Reception, Year One and Year Two. Year Two will be having to focus on phonics for a larger number of children than usual given the outcomes of the Year One Phonics Screening Check this year.

The school will access training for Monster Phonics early next term, and resources and information will be made available to parents.

9. Link Governor Visit Report for English

The committee received the link governor report for English and noted its contents. They also noted the strong performance of the school in statutory assessments in most measures of attainment for English over the years.

It was noted that the introduction of teacher assessment to replace the Key Stage Two writing tests some years ago has meant that children need to produce large volumes of writing to evidence attainment.

10. Dates of future meetings and agreed agenda items

To be set at the FGB next week.

11. AOB

Assessment Data System – in a previous meeting there had been discussion about the issues created by the upgrade to the new Sonar data system that the school is using to replace Target Tracker. This upgrade was removed by Sonar at the start of this term and the previous version reinstated. (This also unfortunately removed some of the data entered on the system). We are hopeful that a future upgrade will address some of the issues that the system still has and we will be closely monitoring how this is working in the new term. If issues continue then the school will have to consider moving to a new system.