Minutes of the Teaching, Learning and Outcomes Committee, 17th May 2018

Present: Carole Mills, Tony Davies, Ricardo Herbane, Tricia Lloyd, Christina Bates, Angel Gurria, Neil Perry, Mark Tinkler

No apologies of absence.

No direct/indirect pecuniary interests.

Minutes of meeting held 29th November 2017.

Neil's Character Education visit. Neil is arranging to meet Sarah Barratt for PP -4th June.

SEN visit report received.

Minutes agreed as an accurate record of the meeting.

Progress Data from Target Tracker.

All Governors received paperwork from Tony. Summary data useful for teachers. More visible to see which children have fallen behind. Quality of data we are putting in is getting better. Clear definition have now been in place for 1 year.

An example of typical progress across a year 3 child are - Autumn (3b) Spring (3w) Summer (3s). The figure that is closest to age related expectations is 3w. It poses the question of where are children supposed to be at the end of the year. At the end of year 3 some children will be working at greater depth so would be assessed as a 3s+. In terms of measuring progress, each step is measured as 2 points of progress. Teachers being familiar with the statements helps assess more accurately.

Data check is carried out once/term.

Expected progress is 6 steps across the academic year. By the Spring term children are expected to make 3 or 4 expected steps of progress.

See progress breakdown for snapshot of progress made by PP children.

Progress and attainment are different and this must be noted.

Governor asked: Is it possible to look into how PP money for a specific child is spent, especially if they are not making expected progress? Tony replied yes. Funding is allocated to the creation of a wide range of provision for disadvantaged pupils rather than to a particular child. Different children will access different amounts of that provision depending on their particular needs.

Governors asked about moderation. SLT have looked at assessment a lot. Staff meetings, looking at each other's assessments. Assistant heads are carrying out Pupil Progress meetings, plus book scrutinies, observations. There is also moderation with local schools.

Why is there more steps progress in Year 5 and Year 6? In upper KS2 the lessons are very focused on interim frameworks for assessment.

When thinking about the SDP in relation to this, this data is very useful. This year we have a lot of children 'borderline' to achieve age related expectations, especially in Maths. Progress in Y3 slightly lower than other year groups, though still average progress is better than expected. Some of this around use of Target Tracker Bands (w is expected level in Y3, S is expected in Y2). This is having an impact on progress scores. At the moment children in Y2 are where we would expect them to be, same applies for Y3.

Visit from Val Palmer/Phil Garnham

Tony referred to discrepancies on comment of marking. 'Marking weaker in Y3/4 than Y5/6.' This isn't quite noted accurately. Meeting had discussed the feedback from Tony, Sarah B and Annabelle that in Y3/4 there had been a lot more marking in English books compared to Maths. The meeting had agreed that this was true of all year groups. This latter had not een noted. It had opened up a discussion about reviewing the Feedback and Marking Policy to reflect current practice. There was a feeling amongst staff that the best maths feedback was being delivered verbally in lessons (during or at the start of the next lesson).

Governor's asked about Phil Garnham;s comment that he had 'Noticed Pupil had not spelt Literacy correctly. This had not been picked up by member of staff. This could lead to a new inspection trail - Pride in their work.' Tony said that Phil had said that something like this might open up a line of enquiry that inspectors would follow and perhaps look for further evidence that children were not presenting work well. Tony said it was good to have the insight of a learning walk and perspective of Val Palmer and Phil Garnham.

'Possible discrepancies between learning environments in EYFS / Nursery.' Tony explained this comment was based on free flow and that the front playground area of the nursery was not open as the nursery was using the rear main Foundation Stage Playground and it is not possible to staff both areas simultaneously.

'Quantity of written work in Foundation subjects in Year 1 / Opportunities for pupils to write at length in other subjects'. It was noted that because Y1 have separate books for literacy and context, Other Year Groups have literacy and context work all in one book, making it clearer that there are opportunities for writing across the curriculum. This may be because context only books show a lot less work, whereas on other classes there is 1 book for English and Context.

Governors asked if they will return and follow up their advice? Val Palmer visits once/term to review where we are from one report to the next. She will be in again at some point the summer term.

Governors asked what is the data trawl? Val Palmer and Tony to look at initial results of SAT's.

SEND Link Governor Report

Angel presented his report. Governors discussed the increased pressure on resources, both in and out of school.

Link Governor Visits

Governors checked whether the scheduled Link Governor visits had taken place.

- Rosa's link governor meeting, Literacy – needed to be followed up to check if it had happened
- Neil meeting Sarah B about PP 4th June.
- Zoe – science – visit competed.
- Carole to schedule a Maths meeting – July?
- SEND completed.
- Neil met with Tony on Character Education. Report not required as discussed at last FGB meeting.
- Early Years Link Governor – meeting to be arranged
- Equality and Diversity Link Governor - meeting to be arranged

A.O.B

Future Meetings

To be arranged at FGB on 12th July