

CHAPEL ALLERTON PRIMARY SCHOOL - QUALITY OF TEACHING, LEARNING & ASSESSMENT COMMITTEE

Minutes of the meeting held on Thursday 7 October 2021 at 6.30pm.

PRESENT Tom Leech (Chair) Becca Pinder (Deputy Headteacher)
Mary Dailey Emma Wilson
Bobbie Gresser

IN ATTENDANCE: Laura Kelly, clerk from Governor Support Service
Emily, curriculum lead and teacher

		ACTION
1.00	APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS	
1.01	No apologies had been received and all governors were present.	
2.00	DECLARATION OF INTERESTS	
2.01	All governors had completed the declaration of interests form and returned it to B Pinder.	
3.00	ELECTION A COMMITTEE CHAIR	
3.01	Resolved: <ul style="list-style-type: none">that Tom Leech was elected as the committee chair until the first meeting of the next academic year.	
4.00	MINUTES OF THE LAST MEETING	
4.01	Resolved: <ul style="list-style-type: none">that the minutes of the meeting held on Thursday 29 April 2021 were agreed as a correct record and the Chair was authorised to sign them.	
5.00	REVIEW ACTIONS AND MATTERS ARISING	
5.01	<u>Early Years Foundation Stage (minute 3.03 refers):</u> action complete; T Leech had circulated information from Ofsted and Educational Endowment Foundation.	
5.02	<u>Target setting forms (minute 8.03 refers):</u> action complete; target setting forms were being issued to parents ahead of meetings with staff; feedback had been positive as parents were given the chance to formulate questions and digest the information ahead of the meeting. B Pinder had confirmed attendance at parents' meetings had been very good, in answer to a question from a governor.	
6.00	ASSESSMENT AND PREPARATION FOR STATUTORY TESTS	
6.01	The data obtained from Juniper had shown writing had been badly affected by lockdown; the school had adjusted and learned from the first lockdown, but it was a very hard subject to teach from a distance and it had been very challenging for parents to support children with writing at home.	

- 6.02 The data had shown that the younger the children, the more gaps there would be. Suggested contributing factors included a lack of consolidation of the basics and not having behaviours for learning imbedded before lockdown.
- 6.03 The school had contended with inconsistent staffing due to unavoidable staff absence; they had tried to avoid using supply to ensure teaching was done to the high standard expected within school.
- 6.04 The school would focus on improving the dialogue in the classroom between pupil and teacher, implementing live marking and coaching conversations, encouraging children to spot what they could have done differently.
- 6.05 The school had reviewed their use of learning partners as they had become aware that the scheme was not benefitting all pupils. A method called 'grouping and scooping' would be implemented; it was expected to give greater flexibility to the process as children could be paired with different children in different lessons.
- 6.06 Not comfortable extending the school day for younger children, the school continued to explore tutoring options. The Head was in conference with some recruitment agencies; it would be imperative to find those who could fulfil the school criteria and who would be prepared to work with the school.
- 6.07 After school interventions were already up and running for KS2 in reading and maths. Out of the 12 places offered to Year 6 pupils, three had been taken up; conversations would be conducted with parents to work out why.
- 6.08 It had been determined some time would be dedicated to determining the individual barriers for the school's disadvantaged children, considering what could be put in place to support them and what would need to be done to provide that support. This would be reported back to governors, including how the drilling down had been implemented and how disadvantage had been determined.
- 6.09 Several sets of training had been arranged for the school teaching assistants throughout the half term, including sessions on Hidden Narratives, Rosenshine's Principles, live marking, and responsive teaching. An SEN training day had been scheduled for 22 October and the decision had been made to hold the training outside of school hours to avoid impacting the children.
- 6.10 There were currently two children attending school who were classed as Children Looked After. The school continued to work very closely with parents, carers, social workers, and the safeguarding and virtual school teams. Robust personal education plans had been established for those pupils and discussed with the rest of the staff.

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6.11 B Pinder had explained how diagnostic testing was used in school as an assessment for learning (AfL) tool. A governor had asked if the children knew they were being tested; Emily had remarked that it was presented to pupils as a quiz and that they knew it was to help them learn.

6.12 Governors had been encouraged to visit school to see the live marking in practice.

6.13 B Gresser would create a guide for governor monitoring visits.

B Gresser

7.00 THE QUALITY OF TEACHING

7.01 B Pinder had provided some background on the new *early career framework*; following consultation with Trinity, it had been agreed that the programme would be adjusted for use within the trust.

7.02 The new **Teaching and Learning policy** had been created and was being reviewed by the senior leadership team (SLT); governors would receive a report during the next meeting.

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agenda

7.03 The document *The Principles of Instruction* had already been circulated and was shared on screen during the meeting; B Pinder had provided an overview of *Rosenshine's Principles* and a discussion had taken place.

7.04 A governor had asked how responsive staff had been to the new policy; staff present had remarked that it had been largely well-received and that the live marking enabled staff to review successes at the end of the school day as interventions had already taken place.

7.05 B Pinder had remarked that there had not been a policy for teaching in school and it had come to light that everyone had been teaching slightly differently.

7.06 The report from a lesson observation from June 2021 had been shared with the board; the SLT had been very pleased with how early training of *Rosenshine's Principles* had been received, and with how the principles were already being implemented.

8.00 EARLY READING AND PHONICS

8.01 A progression document for early reading and phonics had been circulated to the committee ahead of this meeting.

8.02 The school had been using the phonics scheme *Letters and Sounds* for several years but it would no longer be validated by Department for Education (DfE) after April 2022.

8.03 B Pinder had reported that the school had chosen to continue to use *Letters and Sounds*. DfE had confirmed that a school could choose a non-validated programme so long as the decision could be justified; the school had been consistently achieving results in the mid-90% every year.

9.00 THE NATIONAL CURRICULUM

- 9.01 Work on *Hidden Narratives* was ongoing; specific planning for the spring and summer terms would commence in November and April respectively.
- 9.02 Further work on *metacognition* and ‘making knowledge stick’ had been planned.
- 9.03 With additional offerings such as modern foreign language teaching across the whole of key stage two and a spotlight on music, the school would continue to offer a broad curriculum
- 9.04 The reception baseline was in progress and scheduled to be complete by the 21 October deadline; the school had decided to conduct their own baseline in addition to the government requirement to obtain as much information as possible.
- 9.05 B Pinder had presented the Ofsted definition of *culture capital* and the many ways in which the curriculum can be used to provide all children with that knowledge.
- 9.06 The remote learning offering remained available to any pupils who might need it; guidance had been issued to staff detailing the process for any pupils unable to attend school.

10.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES

- 10.01 It had been agreed that governors would focus on refamiliarizing themselves with the school and curriculum during the autumn term; governor monitoring of the school improvement priorities could commence in the spring.
- 10.02 It had been determined it would be helpful for governors to focus on looking for examples of restorative practice and Growth mindset during their visits.

11.00 SCHOOL SELF-EVALUATION (SEF)

- 11.01 The SEF was on schedule to be finalised and distributed to governors by the end of term.

12.00 ANY OTHER URGENT BUSINESS

- 12.01 It had been previously agreed that a document summarising the key takeaway for each meeting of the governing board would be created based on the draft minutes.

13.00 DATE AND TIME OF NEXT MEETING

- 13.01 The next meeting of the Behaviour and Welfare committee would take place on Thursday 11 November 2021 at 6.30pm.
- 13.02 The next full governing board meeting would take place on Thursday 2 December 2021 at 6.30pm.

The Chair closed the meeting at 8.10pm.