



Dare to Discover

Minutes of the meeting of the Teaching & Learning Committee held virtually on WEDNESDAY 20th APRIL 2022 at 7pm

Governors Present:

Joanna Cooper (JC)
Ellie Crowe (EC)
Joy Eldridge (JE)
Laura Davies (LD)
Siddharth Deshpande (SD) – (CHAIR)
Russell Fry (RF)
Liz Hurles (LH)
Beci McCaughran (BM) (HEAD)

Others present:

Helen Andrews (HA), Clerk

		Action
1.	Welcome & Apologies for Absence SD welcomed all to the meeting. Apologies were received and accepted from EY. The meeting was quorate and held via MS Teams.	
2.	Declarations of Interest There were no declarations of interest for items on the agenda.	
3.	Committee Membership Matters Nothing to report.	
4.	Minutes of Previous Meeting held on 23rd February 2022 The Minutes of the meeting held on 23 rd February 2022 were submitted and will be signed by the Chair as an accurate record when C-19 numbers in the locality reduce to safer levels.	
5.	Matters Arising from Minutes of Previous Meeting Governors were asked if they had any matters arising from the Minutes which were not already included on the agenda. No comments concerning the minutes or matters arising were received. Actions from the previous meeting were then discussed: 5.4(9.0) The Community Curriculum is a separate item on the agenda for this meeting. There were no other matters arising from the previous minutes.	
6.	Governor Monitoring 6.1 <u>Review of Annual Schedule of Work 2021-2022</u> A copy of the Annual Schedule of Work 2021-2022, revised March 2022 was circulated to governors ahead of the meeting.	



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	<p>Challenge: The Chair asked for clarification, does yellow text mean an action is complete. Yellow means the action is in progress, not completed. BM explained the colour-coding for the benefit of new governors.</p> <p>The Chair checked the monitoring commitments for the T&L Committee. JC is focused on SATS for this term, she will complete her monitoring duties next half-term.</p> <p>6.2 <u>Monitoring Reports</u> Members of the T&L Committee discussed the summer term's monitoring commitments. RF has a date in the diary to see AM.</p> <p>The Chair was happy to report that all governor monitoring arrangements appear to be on track.</p>	
7.	<p>Behaviour / SEND One behaviour incident has been logged on the second day back after Easter. A Quiet Club has been setup for children to attend during lunchtimes, this will be led by a member of the Senior Leadership Team. For some children, some of the activities available at lunchtime are too much. These children have been invited to join, with a friend, for quieter activities. The other part of the Quiet Club will be used for low-level behaviour to provide some reflection time. BM clarified, it is not a deemed as a punishment, it is a restorative approach that gives space for reflection and provides a check in with Senior Leaders. No child has attended the "Reflection Zone" since the start of the term.</p> <p>JC, as a class teacher, likes the idea of the Quiet Club. In terms of a restorative approach to low-level behaviour, the Reflection Zone provides a minor accountability factor for their actions. JC is excited to see how this works going forward.</p> <p>Challenge: A governor asked, is Quiet Club only available by invitation. BM explained that the club is still in its development stage, it needs to be run for a fortnight to see how the club will work out. Children can attend by invitation only currently, but they are allowed to bring a friend. The Quiet Club is being led by the Pastoral Team. All children have access to the Pastoral Team in other opportunities, should they not have received an invite currently.</p> <p>Challenge: A governor was concerned that there were no spaces for children who actually preferred quieter areas. BM reminded governors that this is not the only quiet space, there are quiet zones on the playground that are dedicated to this purpose. It will be another opportunity for some governor monitoring to get pupil voice on the facility in the future.</p> <p>Activities for Quiet Club are managed inside, many of them focus on social development skills. Children will have the opportunity to request activities for Quiet Club going forward.</p>	



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	<p>In terms of SEND, the services are really stretched. A community paediatrician report was received by the school today where the school was signposted as the family support whilst the service is so busy.</p> <p>Challenge: The SEND Link was concerned by the additional responsibility this puts on the school. He asked if there was capacity for the SENDCo to participate in the SEND monitoring requirements this term. After discussion, it was agreed that a governor letter addressed to the Education Director for the local authority sharing the board's concerns would be useful. Governors acknowledged this was a nation-wide issue. It is a funding and resourcing issue that has steadily been getting worse. BM reminded governors of the government's push towards academisation, where there they may be additional opportunities to acquire SEND funding, in the future.</p> <p>Action: Chair of T&L and SEND Link to draft a letter addressed to the Education Director for the county sharing the board's concerns about the lack of SEND funding.</p> <p>Challenge: A governor asked, do you think things will improve as a result of the green paper? Will the school be involved in the consultation? BM determined that the school would be involved in the consultation around the recently published green paper on SEND funding. Governors agreed that time would tell how effective this will be to resolve the issue.</p>	SD and RF
8.	<p>Quality of Teaching</p> <p>A visit from the LA Maths Lead Adviser took place last term. He provided some useful, honest feedback to help improve maths across the school. All points were not unknown to senior leaders, work by the Maths Leads with the Maths Mastery Hub will not be a quick fix – it will require a 3-year improvement program. A LA Maths Adviser has been appointed to the school in the short term to focus on quick fixes, such as training on the LA diagnostics to identify gaps in children's learning. The LA are supportive of Mastery, but the training level of Mastery being attended by Maths Leads are not the same. This will need to be dovetailed as the program is rolled out. EC and JC will start their internal monitoring to ensure feedback and marking is consistent and standardized throughout the school. Staff are very grateful for the way the feedback from the LA Maths Lead Adviser was shared. It has been a positive experience. All staff are on board, a good proportion of time during staff meetings have been allocated to maths to implement the improvements. BM explained that this will be a journey; a new style of planning has been introduced to help target teaching across a mixed-aged cohort, it will be a challenge but none-the-less exciting.</p> <p>Challenge: A governor asked if Mastery was well established in the UK. BM explained that Mastery comes from Asia, it works well over there and doesn't translate seamlessly in the UK. Mixed-age classes doesn't fit very well in Asia. Mastery has been implemented successfully in schools in the UK for approximately 5 years. BM has no worries that Mastery will not offer anything but benefits to the school moving forward.</p> <p>Challenge: A governor asked, are their concepts within Mastery that can be adapted to other subjects.</p>	



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	<p>BM suggested that Mastery doesn't realign to the other areas of the curriculum, but the program does promote variation and concepts around deepening the understanding of maths concepts.</p> <p>Challenge: A governor asked, do you think it will be worth arranging another link monitoring visit solely around Mastery. BM agreed that this would be beneficial for governor understanding. The Maths Link will try to implement this into his monitoring schedule towards the end of the academic year.</p> <p>Action: Maths Link to include Mastery in his monitoring arrangements before the end of the academic year.</p> <p>A governor, who is a teacher outside of Fulbourn PS, provided her experience of Mastery being implemented in her educational setting.</p> <p>Challenge: A governor asked, were the areas identified for improvement across age ranges and gender or particular parts of the school. BM explained that improvements are required across the school. BM pointed out that the Maths Lead Adviser was invited to visit the school for an open and honest discussion as an improvement exercise.</p>	SD
9.	<p>Policies for Review There were no policies for review at this meeting.</p>	
10.	<p>Cohort Assessment Data EC shared a Data Snapshot presentation at the meeting. This will be shared with governors after the meeting.</p> <p>Action: EC to share her presentation on a Data Snapshot to governors after the meeting.</p> <p>Teachers are now inputting assessment data for approx. 6 foundation subjects on Insight. Data across all cohorts for reading, writing, and maths (unmoderated). The data shows there is some work to do in certain cohorts to get them secondary ready.</p> <p>Challenge: A governor asked, in terms of expected/working above points, are they internally decided levels. Year 2 and Year 6 standards match SATs levels, the remainder of the cohorts are based on national curriculum standards.</p> <p>BM explained the importance of triangulating data, the details shared at this meeting do not consider PP children or the amount of SEND in any one year-group.</p> <p>PIPS tests are used for reading and maths for standardised scores. There is only so far this data is useful; feedback from staff is that writing is easier. Staff feel quite comfortable with Maths and use White Rose for assessment. Reading is a little harder to test. There is a piece of work to determine something for teachers to use as a guide for assessment.</p>	EC



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	<p>Data shows that Year 2 and Year 5 have a much higher percentage of those cohorts who are working at just below and well below their age-related expectations.</p> <p>Challenge: A governor asked, will you go back after the SATS tests and compare that data with the school's internal assessment. Yes, this is the benefit of Insight. It will be possible to analyse the data quickly to make decisions for the future. As the data system is built up year-on-year, it will provide lots of scope for analysis.</p> <p>Challenge: A governor asked, do you break the data down per class and year group. Yes, due to mixed classes. It is made sure that teachers are aware that this data is not used in any performance-based measure.</p> <p>Challenge: A governor asked, you referred to the PP cohort that confound the data, are there other smaller cohorts that impact on the data shared at this meeting. BM explained that it is always expected that Year 1 data will lag behind in terms of reading. There are an increasing number of children joining the school with no English or very little. The amount of EAL children in each year group will impact on the overall cohort data before they have time to make progress.</p> <p>BM explained the need for the data to be contextualized in order for each child to progress throughout their education. She suggested it would be useful for a governor to attend a Pupil Progress Meeting to see the types of questions asked and the actions generated from these meetings. SD and LH showed interest in being invited. The next Pupil Progress Meetings will be held on 5th May after school.</p> <p>Action: SD and LH to attend the next Pupil Progress Meeting on 5th May 2022.</p> <p>Challenge: A governor asked, is there a point where it will be necessary for governors to have an agenda item for certain cohorts to be ready for their next key stage. BM felt this wasn't necessary. It will be a theme that runs through all the decisions made by the school and governors. Pupil Progress Meetings will be useful for governors to be aware of how the school identified gaps and measures impact of interventions.</p>	SD and LH
11.	<p>Catch-up Plans & Tutoring</p> <p>BM confirmed that arrangements for tutoring is up and running. Schools are now permitted to arrange their own tutoring as the tutoring company used by government has not been able to fulfil its contract. BM explained that tutoring is limited due to C-19 and consistency. Tutoring, despite C-19 interruption, is making a positive impact throughout the school.</p> <p>BM commended all staff running boosters throughout the school, in particular NG and her maths booster sessions that are making a positive impact already.</p>	



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	Action: JE and SD will draft a letter to NG to acknowledge the positive impact on child progress as a result of her maths boosters.	JE and SD
12.	<p>Update to Remote Learning Provision</p> <p>BM suggested that advice from government is that children doing lateral flow tests are only required if they are classed as clinically vulnerable. If a child is not well, they should not attend school. A positive test now asks that children stay off for 3 days. After this time, if a child is well enough, they can return to school.</p> <p>The Remote Learning Provision in its current format is no longer viable going forward due to staff capacity. Teachers will prepare Project Packs that will be topic based for children who test positive from this term.</p> <p>Challenge: A governor asked, do teachers have a pack ready in the event of a positive test.</p> <p>Techers have been asked to prepare a 3-day pack that can be uploaded to SeeSaw in the event a class learns of a positive test in that group.</p> <p>BM reiterated that current guidance requires children who feel well enough to learn to be in school. There should not be much use for a remote learning provision from this point.</p> <p>The Remote Learning provision will be re-evaluated again before the start of the new academic year.</p>	
13.	<p>Any Other Business</p> <p>13.1 Community curriculum deferred to next meeting.</p> <p>13.2 Members of the committee congratulated SD for chairing his first meeting.</p> <p>13.3 SATS week 9-11th May – best practice – EC asked for a governor to monitor the school's due diligence around SATS assessment. LH and JE volunteered. EC will put together a rota if governors can advise her of their availability.</p> <p>There were no items of any other business.</p>	
14.	<p>Date/Time and Agenda Items for Next Meeting</p> <p>The date and time of the next meeting will be 15th June 2022 at 7pm and will focus on the pupil survey. It will be decided nearer the time if this meeting will be held in person or remotely.</p> <p>No further questions or comments were received. The meeting closed at 8.20pm.</p>	

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ACTION GRID FROM T&L COMMITTEE MEETING, 20th APRIL 2022

	Item	Owner	Deadline
7.0	Chair of T&L and SEND Link to draft a letter addressed to the Education Director for the county sharing the board's concerns about the lack of SEND funding.	SD and RF	Next meeting
8.0	Maths Link to include Mastery in his monitoring arrangements before the end of the academic year.	SD	July 2022
10.0	EC to share her presentation on a Data Snapshot to governors after the meeting.	EC	ASAP
	SD and LH to attend the next Pupil Progress Meeting on 5 th May 2022.	SD, LH	5.5.22
11.0	JE and SD will draft a letter to NG to acknowledge the positive impact on child progress as a result of her maths boosters.	JE, SD	ASAP

Dates of FGB Meetings 2021-2022 – to start at 7pm

22nd September 2021
 15th December 2021
 9th February 2022
 23rd March 2022
 4th May 2021
 13th July 2022

Dates of Committee Meetings 2021-2022 – to start at 7pm

T&L Committee – 14th Oct 2021, 8th Dec 2021, 23rd Feb 2022, 20th April 2022, 15th June 2022

P&R Committee – 20th Oct 2021, 17th Nov 2021, 26th Jan 2022, 9th Mar 2022, Tuesday 26th Apr 2022, 29th June 2022