



## Teaching & Learning Committee – PART 1

9<sup>th</sup> March 2016

10am, Meeting Room 1, Ellen Tinkham School

| Attendees            | Initials |                   |
|----------------------|----------|-------------------|
| Kate Mythen          | KM       | Co-opted Governor |
| Ernie Wingeatt       | EW       | Co-opted Governor |
| Kay Rosier           | KR       | Co-opted Governor |
| Jacqui Warne         | JW       | Head teacher      |
| Lesley Williams      | LW       | Clerk             |
| <b>In Attendance</b> |          |                   |
| Nikki Burroughs      | NB       | SLT               |

| Absent with Apologies | Initials |                   |
|-----------------------|----------|-------------------|
| Catherine Monger      | CM       | Co-opted Governor |
| Jill Grainger         | JG       | Co-opted Governor |
| Daisy Binnie          | DB       | Staff Governor    |

| Agenda                              | Led By |
|-------------------------------------|--------|
| <b>Procedural Items</b>             |        |
| 1. Welcome & Apologies              | KM     |
| 2. Register of Business             | KM     |
| 3. Minutes from 27 Jan 2016         | KM     |
| 4. Matters arising from 27 Jan 2016 | KM     |
| <b>Strategic Items</b>              |        |
| 5. Admissions Policy                | All    |
| 6. Nutshell Planning                | NB     |
| 7. Empowerment Team                 | NB     |
| 8. SLT Roles in Federation          | JW     |
| 9. Bodley House Prospect/SLT        | JW     |
| 10. SLT T&L Updates                 | JW     |
| 11. Teaching School application     | JW     |
| 12. Agenda Focus                    | All    |
| 13. SWALLS Conference               | JW     |
| 14. Meeting dates                   | KM     |

Additional Documents used/referred to at the meeting:

- *T&L Committee Terms of Reference*
- *Attendance Policy*
- *HT report section- NB- empowerment team*

## PART 1- MINUTES

| Ref | Item   | Agreed/Action   |
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| 1   | <b>WELCOME AND APOLOGIES</b><br>CM, JG and DB have sent their apologies, and governors officially accepted these.  |   |
| 2   | <b>REGISTER OF BUSINESS</b><br>None declared.  |   |
| 3   | <b>MINUTES FROM THE MEETING 27 JAN 2016</b><br>Minutes from the T&L Committee meeting held on 27 January 2016 were approved by all Governors as an accurate record. Chair signed and passed to clerk to file and put on website. | <b>AGREED:</b> Minutes from 27th January 2016 agreed by all.<br><b>ACTION:</b> LW to file & put on websites |
| 4   | <b>MATTERS ARISING FROM MEETING 27 JAN 2016</b><br>Governors went through all action points and confirmed all have been actioned. JG to present PP report at next meeting.   |   |

*Kate Mythen*<sup>1</sup>

**STRATEGIC ITEMS**

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| <p>5</p> | <p><b>ADMISSIONS POLICY</b></p> <p>All governors have viewed the admissions policy as circulated prior to the meeting. The following comments were raised from DB:</p> <ul style="list-style-type: none"> <li>- BB are organising 'New starter' meetings for parents and teachers approx. 7 weeks after a pupil has started at the school. Where held, these have been very helpful in ensuring that all is in place, and helps to build relationships with new parents. It has not been consistently done for all new pupils, but going forward- this would be best practice. This is not officially stated in the policy.</li> <li>- DB has asked governors to look at the welcome letter that goes out alongside the admissions policy to new parents, noting it could be revisited and reworded to make sure that it is accessible for all.</li> </ul> <p>Governors then discussed the policy and suggested that they could monitor what is in place now and what could be a more comprehensive transition passport. This will be added to the committee's agenda for a future meeting.</p> <p>Governors happy to accept the policy, but the letter needs to be reviewed to make sure that the language is appropriate to all. KR agreed to speak to DB to ascertain what wording would be appropriate for the letter.</p>  | <p><b>AGREED:</b> All governors approved Admissions Policy</p> <p><b>ACTION:</b> LW to update review schedule, records and make policy available on school websites and staff area of L2L Fed website.</p> <p><b>ACTION:</b> KR to speak to DB about the wording for the letter to parents.</p> |
| <p>6</p> | <p><b>NUTSHELL PLANNING</b></p> <p>10.40am JW and NB join the meeting</p> <p>NB explained to governors that not all teachers are currently using nutshell planning. In Early Years, descriptive nutshell planning does not work at the moment due to the focus on children doing their own learning.</p> <p>NB then shared examples of nutshell planning with governors from KS2 and invited questions. Governors viewed the A4 sheets that had simple instructions and symbols for the children to follow.</p> <p>Governors asked <b>when would the TA be given a copy of planning?</b> NB replied that ideally, first thing. The planning is very succinct, allowing the TAs to quickly scan through the task that uses 'what' 'when' and 'why?'</p> <p>Governors also viewed planning sheets that are for teachers and pupils to read together. Some plans are symbolised. Governors asked <b>whether teachers are finding this a useful tool?</b> NB confirmed yes, as it cuts down on lengthy planning, but to be mindful that all teachers work differently and that all must ensure that the actual planning process is working for the children.</p> <p>JW confirmed that teachers would be expected to be able to understand the fundamental basics of planning, before moving onto the succinct nutshell planning. The 'why' is giving purpose to pupils and TAs. If the TAs understand why the task is being done, they can refocus on the learning.</p> <p>Governors asked <b>'do the TAs get involved with planning process?'</b> NB confirmed yes, and that weekly team meetings are held to share topics for the next term and TAs can contribute in these meetings. Governors noted there is an expectation of the D grades to get involved with supporting the teacher with organisation of the activity.</p> <p>Governors asked <b>'how do students respond to the nutshell planning?'</b> NB advised that feedback from staff concludes that nutshell planning gives them more of a context, it is visual and seeing it can really help everyone to focus.</p> <p>Governors asked <b>'Is this a form of planning you are encouraging &amp; is this planning used across both schools?'</b> NB confirms yes it is used across both schools. However, if a teacher is using another method of planning and it is working, then they wouldn't be forced to change. Governors asked <b>whether</b></p> |   |



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|   | <p><b>there was any collaboration between staff?</b> NB confirmed this is beginning to happen more often now as people make their own links.</p> <p>JW confirmed that this nutshell planning is hoped to save the teacher time, as they write less, hence more succinct planning.</p> <p>Governors asked <b>'do TAs like this method of planning?'</b> NB advised yes, as it is quick and easy to read. If the TAs have a clear idea of what they are looking for, it helps to feed assessment/evidence gathering.</p> <p>Governors were advised that a TA 2yr development programme is being devised by KT and SB to make sure that all TAs really understand what high quality teacher support is all about.</p> <p>JW advised governors that when observing nutshell planning in classes, there is consistency across the school.</p> <p>Governors agreed it would good to observe how this works in practice, maybe in a learning walk.</p>   |  |
| 7 | <p><b>EMPOWERMENT TEAM</b></p> <p>All Governors have received NB report as circulated before the meeting. NB asked for any questions.</p> <p>Governors asked <b>'What inspired you about your visit to St Michaels Primary?'</b> NB confirmed that it was great to see children taking responsibility for their own learning throughout the school. They enjoyed spending time with the Yr6 teacher who explained the impact of child-led learning since they had changed to the Edison curriculum (a purchased package). NB gave Governors an example. Governors asked <b>will you retain the links and will you use the EYFS framework with all students and how will they use the framework to make assessments/support learning?</b> NB replied yes to retaining the links, but will not be using the framework will all students, as not applicable.</p> <p>Governors asked <b>whether this will be shared with parents?</b> NB confirms that assessment is always shared with parents. JW advised that across the SENTient Trust, schools will continue with benchmarking and have agreed to have a shared language of assessment and what each is using, across the Trust.</p> <p>KN read out a question from absent governor CM <b>'How do the philosophies of continuous learning and learning based EYFS link to supporting students to become better problem solvers?'</b> NB confirmed that they link because children are leading their own learning and are not being spoon fed, so this ensures that pupils are being proactive with their learning.</p> <p>Governors asked <b>whether they could see a copy of Georgie Benjafields research project?</b> NB confirmed Yes, once completed.</p> <p>JW informed governors that a TA has carried out some research for her foundation degree on using visual cues with Autism. JW suggested having a portal to share this information staff and governors.</p> <p>Governors asked <b>whether staff observe each other at all?</b> NB confirms that yes, staff have opportunities to observe other members of staff, and opportunities to share ideas, such as what the different classes are doing in the summer.</p> <p>Governors asked <b>'Are staff meetings mixed from both schools?'</b> JW responded sometimes, but logistics are tricky, although they have done it for particular things around moderation. There is a real opportunity to share practise across both schools.</p> <p>Governors noted the following:</p> <ul style="list-style-type: none"> <li>• EW will attend the next Empowerment team meeting in April.</li> <li>• NB leads up the Empowerment team and governors could look at end of year data after this has been produced.</li> </ul> | <p><b>ACTION:</b> JW to set up portal to share research information to staff and governors</p> |

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|    | <ul style="list-style-type: none"> <li>The Empowerment team is the engine for driving core subject importance. There are a group of teachers working together with core subjects and having teachers with a clear understanding of what the data is telling them puts accountability all through the structure, not just SLT.</li> </ul>  |  |
| 8  | <p>11.30am NB leaves meeting</p> <p><b>SLT ROLES IN FEDERATION</b></p> <p>JW advised governors that SLT working as CBT and T&amp;L teams -is working very well across the federation. From April, SLT will be moving into their new roles, of finance, training, HR, recruitment induction etc.</p>   |  |
| 9  | <p><b>BODLEY HOUSE PROSPECT/SLT</b></p> <p>11.32am Meeting moved to Part 2</p> <p>11.56am Meeting moved back to Part 1</p>  |  |
| 10 | <p><b>SLT T&amp;L UPDATES</b></p> <p>11.57am Meeting moved to Part 2</p> <p>12.06 Meeting moved back to Part 1</p>  |  |
| 11 | <p><b><u>TEACHING SCHOOL APPLICATION</u></b></p> <p>JW informed governors that she was in the process of writing a teaching school application. There was a question about eligibility that awaiting clarification for, due to Ofsted awarding ET a 2 for T&amp;L at the last inspection, but 1 overall. The short inspection was a Section 8. Had the overall judgement changed, it would have been converted to a Section 5. The judgement remained outstanding, so there was no reason to convert to a 'full' Section 5. This means we are 'stuck' with an old sub-section judgement despite being outstanding under the new criteria. JW has argued the case and awaits to hear.</p> <p>JW advises governors that she has received an unsolicited letter from Marjon Uni saying that they would like to be ET's strategic partner and will help to write the bid. Governors noted that the application window closes on 24<sup>th</sup> March. Marjon are coming in on 18<sup>th</sup> March to assist CP and JW write the bid. Devon SCITT have offered to help write the teacher training part, as they too would like to work in partnership with ET</p> <p>Governors asked '<b><i>what does registering as a teaching school actually mean?</i></b>' JW confirmed that register as teaching school would enable ET to provide continuing professional development, teacher training, etc. on behalf of the DFE. Also, as a teaching school – ET would be eligible to bid for additional funding for research and development projects, such as a recent bid that was secured for a school to undertake £15K for doing research into autism.</p> <p>JW confirmed that ET would get £60K in the first year, £50K second year, £40K in the third year, to put the infrastructure in place.</p> | <p><b>ACTION:</b> JW to keep governors updated on developments</p> |
| 13 | <p><b>SWALLS CONFERENCE</b></p> <p>JW confirmed that the SWALLS conference was going ahead on 13<sup>th</sup>– 14<sup>th</sup> May and that will need to confirm attendance at FG.</p>  |  |
| 14 | <p><b>MEETING DATE</b></p> <p>Next Meeting date was confirmed as 4<sup>th</sup> May 2016 at 10am, ET.</p> <p>Meeting closed at 12.25pm</p>  |  |



**SUMMARY OF ACTION POINTS**

| <b>Minute No.</b> | <b>Action Point</b>   | <b>Governor</b> |
|-------------------|---|-----------------|
| 3                 | File signed minutes and add to websites                               | Clerk           |
| 5                 | Update Policy review charts and websites re. Admissions Policy        | Clerk           |
| 5                 | Speak to DB about the wording for the Admissions letter to parents.   | KR              |
| 7                 | Set up portal to share research information to staff and governors    | JW              |
| 11                | Keep governors updated on developments of teaching school application | JW              |
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