

TEACHING, LEARNING & ASSESSMENT COMMITTEE
MINUTES OF THE MEETING HELD ON
TUESDAY 28TH JANUARY 2020 AT 18:00

Present: Daniel Hackney, Laura Boddy, Jane O’Kane, Helen Carpenter, Rob Wilks

Apologies: Anne Hodgson

Minutes: Rob Wilks

Item	Minutes	Action?
SIP	<p>Aim 1 to raise standards in writing across school</p> <p>Aim 2 To refine the cohesion of our curriculum, including vocabulary development</p> <p>Aim 4 To improve outdoor learning in the EYFS (also Pupil Support Committee)</p> <p>Aim 5 To ensure high quality Arts Education for all</p>	
1	<p>Minutes & Matters Arising</p> <ul style="list-style-type: none"> Included in agenda 	
2	<p>Policy Reviews <i>(Curriculum, Learning & Teaching Policy review delayed till end of year)</i></p> <p>Eco-Schools Action Plan</p> <ul style="list-style-type: none"> All very positive and developing well. The Eco-Team is well established and working with the school council. New cycle storage area ready to be installed, grant received through OTC. Governor provided information given from a Leeds Climate Emergency meeting and it was agreed to look through how this fits in at Westgate. 4 Pupils will be attending the Outer North West Summit to discuss climate change. 	HC
3	<p>General Business</p> <p>Pupil Progress Meetings</p> <ul style="list-style-type: none"> The Y6 RWM headline figures are pulled down by writing, which is consistent with the historical position of this cohort, with very specific needs: 33% were below the expected standard in writing at the end of Y2. Baseline Reception & Nursery – the baseline is lower this year. Half of Reception did not attend Westgate nursery. There is a difference from last year who were particularly high achieving but the gap is not an issue as estimates are still at a good standard. Overall school SLT and governors are happy with the progress outlined in the data presented. <p>SEND update from SENCo</p> <ul style="list-style-type: none"> The SENCo had provided an update to the SEND governor before the meeting. Her thorough approach to monitoring provided governors with useful information. Areas for development have been identified from monitoring learning passport outcomes and SEND book looks, in terms of classroom practice, and this feedback is being worked on by classroom teachers. <p>Pupil Premium</p>	

	<ul style="list-style-type: none"> • PP data shows a mixed picture but as discussed before other issues are significant for many of the pupils involved (complex needs throughout). • A question was asked about writing compared to the national levels and this follows the same trends. <p>Partnerships</p> <ul style="list-style-type: none"> • Westgate has been asked by Leeds LA to take part in an Erasmus project and DH will be going to Latvia to take part in the first exchange visit. • The project focuses on teacher collaborative CPD. European colleagues will be visiting Westgate in October and a second member of staff will visit Finland in March/ April 2021, before a final visit & conference to Latvia in October 2021. <p>EYFS statutory requirements</p> <ul style="list-style-type: none"> • Correct levels of staffing and relevant qualifications are in place in all settings. • Two members of EYFS staff will be attending a food hygiene course this half term. 	
4	<p>School Improvement Plan</p> <p>Priority 1 To continue to raise writing standards across school</p> <ul style="list-style-type: none"> • Do recent pupil progress meetings show that the quality of children's writing at sentence level is improving? <i>If these meetings haven't taken place what evidence is there to show that progress is being made, (book looks, learning walks, standards etc) DH discussed the monitoring that he has undertaken which exemplifies progress with this aim.</i> • Has teachers subject knowledge and confidence improved through the TRG Programme and CPD in classrooms? <i>Yes, teachers are looking more carefully at sentence structure for their groups. Training has complemented this happening.</i> • Has any follow up work following FOS training with Alan Peat, 'Exciting Sentences' taken place? DH gave a quick overview of Alan Peat 'Exciting Sentences' approach. The App has been bought by the school for all devices, as it links sentence types to genres of writing. DH now mapping this for teachers to be used alongside/ in conjunction with sentence stacking. Staff feel it is a valuable resource. • Writing across the age range- How is work progressing on forming an agreed school progression framework for writing drawing on the learning? – <i>See above</i> • Have any external moderation meetings taken place since our last meeting? – <i>Year 6 this term and Year 1 occurred already. Y2 and Y3 are taking place before half term.</i> • Are the non-negotiables now embedded and consistently applied throughout school? (All subjects) – <i>To be reported at a later meeting after more book looks.</i> • Are Ranking grids used consistently through school to assess progress? <i>The HT shared examples of current assessment spreadsheets including the ranking grids are detailed for each class and explained how this feeds into class progress meetings. Meeting notes and Venn diagrams for pupils were shared to exemplify the process. All governors agreed that the level of detail was impressive and clearly showed knowledge of pupils in every class.</i> • Internal portfolio of writing – are quality examples of writing still being chosen as exemplars to support assessment? <i>A Westgate portfolio has been created over the</i> 	

last 18 months, in .pdf form, and shared with all teachers. The Family of Schools work will add to this to provide a more comprehensive resource.

- Classroom environment- is there now consistency throughout school with the learning environment? (labels, display and scrap books etc)- *Writing learning environments are much more focused and purposeful and this is consistent throughout the school.*
- Inspiring writers –have any future events been planned to encourage and inspire quality writing? *School has focused on Mimika Theatre, 500 Words Competition, FOW Poetry Slam event.*

Aim 2 To refine the cohesion of our curriculum, including vocabulary development

- Tier 2 and Tier3 vocabulary- is there evidence to show that children’s understanding of vocabulary is improving? – *Yes still being used and book look to happen in the summer term with this focus. This has been a focus of the work on developing knowledge organisers.*
- Assessments- are assessments for foundation subjects structured in a way that probes children’s understanding of each topic. Have you any examples? – *Staff are now assessing for History, Geography and Science. Working on integrating knowledge organizer, medium term planning and end of unit assessments into one document for each topic.*

Aim 4 To improve outdoor learning in the EYFS (also PS committee)

- Improved areas of learning in outside play areas – we saw evidence during a governor visit last term of clear areas for learning. Is there evidence that these areas continue to develop and support children’s learning since our visit?- *This has continued to progress over the last 12 months. We await further information on the Awards for All funding bid.*
- Through observations do staff interact with children to support their learning? *Staff in EYFS support children indoors and out to support learning. Regular gardening takes place (weekly) which support communication and language, PSED, physical development and maths in particular.*

Aim 5 To ensure high quality Arts Education for all

- Recent training in December – how is this impacting on both teaching and learning?- *Half day training focused on an area that staff had requested CPD on via staff audit. Feedback was very positive from staff and the learning has been used in teaching already. Further opportunities training are being sought.*
- Planning – how is planning developing? Does it show clear skills progression? (provided by the subject leader) – *Planning continues to develop, with effective new or improved units of work evident across school. The subject leader has supported colleagues with this. Skills progression has been mapped for key aspects of Art & Design.*
- Progression Maps – has work begun on the development of these maps to show key skills across school? How is this being collated? – *See above*

	<ul style="list-style-type: none"> • Art Show Case- are plans being made for this event at the end of the Spring 2 term? – <i>Will take place in Summer Term. Focus to be confirmed.</i> • Arts Mark Gold award – outline any work that has taken place towards this award. – <i>1st draft of impact statement complete, looking to submit this term/ early next.</i> 	
5	<p>Governor Visits since last meeting (20/01/20) Science (A Ross)</p> <ul style="list-style-type: none"> • SOW working well, with quality resources in place. Staff becoming more confident and evidence of sharing good practice. Science outcomes now tracked yearly and are broadly in line with other results, only greater depth seems to be lower (possibly due to lack of national exemplification about high attainment in Science). Book look showed good evidence, some questions asked to be followed up. • Action Plan reviewed and this is progressing well with parents getting involved as working scientists. • Detailed report to be uploaded onto the VLE. <p>(21/11/19) English/ sentence stacking (L Boddy, J O’Kane)</p> <ul style="list-style-type: none"> • Sentence stacking observed in context. Excellent practice was observed and pupils were able to articulate why it helped them, with staff agreeing that it was helping writing progress to produce high quality writing. • Joint governor/ subject leader book looks a suggested follow up action. • Detailed report uploaded onto the VLE. <p>(14/11/19) EYFS outdoor learning (J O’Kane, A Hodgson)</p> <ul style="list-style-type: none"> • Report upload onto VLE. 	
6	<p>AOB Governor follow-up actions/ visits</p> <ul style="list-style-type: none"> • Book look with subject leader to assess progress in writing together (+ egs of writing in foundation subjects) • Nearer Easter monitor progress with foundation subject in use of Tier 3 vocabulary and how work has been assessed • Attend the Art Show Case 	
7	<p>Date of next meeting: 12th May 2020</p>	