

WESTGATE PRIMARY SCHOOL

MINUTES OF THE TEACHING, LEARNING & ASSESSMENT COMMITTEE MEETING

HELD ON MONDAY 18TH OCTOBER 2021:

Present: Helen Carpenter (HC); Laura Boddy - Chair (LB); Daniel Hackney (DH); Rob Wilks (SRW);

Minutes: Rob Wilks

Item	Minutes	Action
1	Apologies – Anne Hodgson	
2	Minutes and Matters Arising <ul style="list-style-type: none"> It was agreed this was an accurate record of the meeting. A governor asked about the assessment update – to be covered in tonight's meeting 	
3	SEN Report <ul style="list-style-type: none"> Focus on learning for pupils with SEND Learning passports outcomes data/ progress data COVID has had a negative impact on children's outcomes. Targets were kept generally the same. There were updates on strategies which were being used. Training of TAs was taking place (short weekly sessions) and is working well and making staff more confident. Measure of progress in interventions, particularly in KS2 is changing to make it more effective. This is giving a more accurate picture of progress. The governor visit has given a very clear picture of what is going on and an accurate idea of work being carried out. An in-depth report was included. 	
4	Review of outcomes from last year (using what data the school has available) <ul style="list-style-type: none"> A full review of outcomes was reviewed in the July full governing body meeting. 	
5	School data summary baselines <ul style="list-style-type: none"> The head teacher had provided start of year targets/ baseline assessments for all year groups prior to the meeting, which were then discussed as follows. There has been some pupils held back and work is being carried out. EYFS: Baseline assessments were carried out last month. Reception staff felt that baseline tests were rather unsatisfactory, but school's own on entry assessments had provided useful information. There is a gap between girls (+) and boys (-) and particular issues with PSED and Communication & Interaction. There are encouraging signs in KS1 in terms of impact of the pandemic. Y4 Reading: 1 less achieving EXS compared to end of Y1 for this cohort. The gap is roughly the same M/F. Mathematics and writing have seen a slight increase in gaps. This group is a priority for intervention, school led tutoring from January. All pupils with SEND are boys, exacerbating the gender gap. This gap has been present since the start of school and is reflective of individual needs. Y5 is the most severely affected: this class seemed to struggle to fully engage with remote learning more than others. Y6 has some new pupils and there are a small number of students who need work and intervention. The top end is very strong. There are some complex needs which will may impact outcomes at EXS+. A governor asked about the use of pupil premium funding. The head teacher confirmed that a large proportion of this is used to fund TA support in class and to contribute to the FOS cluster provision 	
6	Policy Reviews <ul style="list-style-type: none"> Assessment: Question on 'non-negotiables': changed to core objectives. Grammar amendments noted for HC to change. Accepted – Review Oct 2024 Geography - Accepted without change – Review Oct 2024 MFL (Spanish) - Accepted without change – Review Oct 2024 	HC

7	General Business <ul style="list-style-type: none"> • 'Recovery' curriculum updates <ul style="list-style-type: none"> ○ Maths: JH shared curriculum prioritisation materials with all staff. Progress meetings included discussion about when to move on in maths topics. Taking part in Mastering Number (national project) at KS1. ○ English: using Jayne Considine, including spelling resources to keep a track on spellings from phonics upwards. There is more teaching of spelling and word origins as a result. So far signs are very encouraging. Staff are using a hybrid approach using ready-made units and other materials developed in-school. Writing has focussed on accuracy and attention to detail (something which was lacking during remote learning) • School Improvement Plan <ul style="list-style-type: none"> ○ There is a huge amount of work already in place and agreed in the previous SIP. It is hoped that work will go to plan this year, without disruption! ○ Time has been built in for curriculum leaders this year (weekly). ○ Staff voice being used to support Aim 3. ○ EYFS has changed a lot with the new EYFS Framework- new long term plans, progression maps for key skills, focus on communication and changes to assessment procedures. Much training has already been undertaken and is having an impact. ○ A governor asked a question about phonics: MC / LJ use the DfE Letters & Sounds materials, this produced solid results in last year's cohort. The adoption of a DfE validated scheme will be looked at again later this year. • Target setting procedures • How do these ensure that all groups of students (including the most vulnerable and high achievers) make good progress? Groups are tracked through meeting discussions, including PP. Target setting meetings highlight PP pupils to structure discussions. The HT shared an example of this with governors. • EYFS updates including Early Reading and Phonics • DH as subject leader is focusing on auditing phonics provision and also on augmenting his own knowledge of effective phonics teaching at Westgate, including how TAs and KS2 staff work in both KS1 and KS2 with regards to its use in reading and writing. Training is planned to help with this. 	<p>HC/ DH</p> <p>DH</p>
8	Climate change and Westgate <ul style="list-style-type: none"> • Curriculum: Harvest Festival was themed around climate change and COP26. • Sustainability and healthy living is an ongoing theme throughout the curriculum and is being developed this year. 	
9	Governor Visits <ul style="list-style-type: none"> • SEN visit: see above • Art & Design visit to organise: LB to liaise with HC for dates this term. • EYFS: look for spring term visit coordinated with DH to look at phonics. 	
10	AOB <ul style="list-style-type: none"> • DH is now the subject leader for Science. 	
11	Date of next meeting <ul style="list-style-type: none"> • Wednesday, 16th February 2022 at 18:00 	ALL