

WESTGATE PRIMARY SCHOOL

MINUTES OF THE TEACHING, LEARNING & ASSESSMENT COMMITTEE MEETING HELD ON WEDNESDAY 24TH OCTOBER 2018

Present: Helen Carpenter (HC); Daniel Hackney (DH); Jane O’Kane (JOK); Sarah Mumford (SM); Rob Wilks (RW)

Minutes: Rob Wilks

| Item | Minutes | Action |
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| 1 | Apologies: <ul style="list-style-type: none"> AH left the meeting due to a personal matter. | |
| 2 | Minutes & Matters Arising: <ul style="list-style-type: none"> Jane O’Kane was appointed as chair, to be reviewed after 2 meetings in light of new committee structure. Targeted Interventions: see below. | |
| 3 | Policy Review: Assessment <ul style="list-style-type: none"> Governors felt that the new assessment and monitoring calendar is very helpful and keeps all stakeholders in the loop. A governor raised the current language being used by Ofsted around Curriculum, and in particular the impact that a school’s curriculum is having. The point was made that part of assessment’s function is to review the impact of our curriculum. The section ‘Purposes and Nature of Assessment’ was therefore updated to include reference to this function, in order to further align it with current Ofsted thinking. The policy was then adopted by the committee and will be reviewed as part of a three year cycle in 2021. Geography <ul style="list-style-type: none"> No changes to this since the last update, which was last year. A new subject leader took on this subject in September 2018. The milestones (assessment criteria) will be reviewed this year across all foundation subjects, as staff feel that these do not quite meet our needs. The policy was adopted by the committee and will be reviewed as part of a three year cycle in 2021. Homework <ul style="list-style-type: none"> Some discussion took place about the purpose and impact of homework. Research suggests that its impact at primary school level is at best limited. However, homework is also seen by school as a life skill which will prepare pupils for secondary school by developing good habits of prioritisation and independence with homework. Only minor changes have been made to this policy since it was last reviewed. The policy was adopted by the committee and will be reviewed next in 2020 and thereafter as part of a three year cycle. MFL (Spanish) <ul style="list-style-type: none"> No changes have been made to this policy since the last update, which was last year. The policy was adopted by the committee and will be reviewed as part of a three year cycle in 2021. Notification of EYFS moderation <ul style="list-style-type: none"> The school has been informed that this will be happening this year. The format has changed and will now involve working with the moderator over three terms. Staff are confident in preparing for this. | |
| 4 | SIP: Priority 1: To continue to raise writing standards across school <ul style="list-style-type: none"> Key practices introduced through the post-Ofsted action plan in February are continuing, with the academic year beginning with practices such as book | |

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| | <p>contracts and morning feedback sessions. Beginning the year in this way has been much easier than implementing partway through, as was done last year.</p> <ul style="list-style-type: none"> • There is a continuing focus on accurate punctuation, including its use in extended writing. • Research confirms that sentence construction is a key feature of raising standards in writing: therefore, this is a key focus for English teaching and for TRG activity with Daniel Hackney as subject leader. • Following book look analysis last year, the imbalance identified in some KS2 classes, in which too much time was spent identifying genre features, has been corrected. • Identifying 'Reasons to write' is now also a focus for all teachers. In support of this, the school is identifying on exciting stimuli for writing topics, funded through School Fund where relevant. Author visits and a theatre visit have already taken place, in order to inspire pupils' writing. • DH will be assessing the working walls to see if they are having the impact intended, through a learning walk later in the year. Scrapbooks will be used to store key information after it is removed from a working wall. • EYFS staff have a strong focus on developing a tripod grip at • A governor asked about cross-curricular opportunities for writing. DH confirmed that these are happening throughout each term and this is backed up by book look evidence. • Book looks have also shown that presentation has improved in all books when comparing September 2018 with September 2017. The change in exercise book size in KS2 has assisted with this. <p>Priority 2: To research and develop the most effective ways to improve learning through feedback</p> <ul style="list-style-type: none"> • An initial staff meeting on this strand has taken place and teachers have chosen what to research as part of their appraisal for 2018-19. • Various topics are being researched/ developed by teachers, including: feedback at the point of writing/ use of the visualiser in lessons; whole class feedback; responding to learning and working with parents in the EYFS through 'Next Steps'. • The overriding focus of this work is to maximise impact of feedback to improve learning and making the most effective/ efficient effective use of teacher time. • Feedback is firmly based on the principles of Assessment for Learning (AfL). • The Feedback Policy will be reviewed in light of this work in the Spring/ Summer Term 2019. <p>Priority 3: To further develop a broad and balanced curriculum through Artsmark</p> <ul style="list-style-type: none"> • Helen Carpenter, Tamsyn Durrant (Music subject leader) and Katy Senior (Art & Design subject leader) attended an Artsmark development meeting in September and as part of the day, began to write our Statement of Intent. • This identifies what will be worked on: developing the Art & Design Curriculum to ensure that it is broad, balanced, coherent and progressive over time; raising attainment of PP pupils through the development of personal success, confidence and positive self-image within the Arts. • The statement of intent will be shared with and further developed by teaching staff in a staff meeting next half term. • Lots of exciting work to follow which has been started by the whole school theatre company visit last month. • There is a two year time frame to achieve Artsmark. School broadly self-assesses at Silver level currently and will be aiming to achieve Gold. <p>Priority 4: To increase attainment at greater depth in mathematics across school</p> <ul style="list-style-type: none"> • Not starting until next half term- as set out in the SIP. | <p>DH</p> <p>DH</p> <p>HC</p> <p>HC</p> |
| 5 | <p>General Business:</p> <p>Overview of standards in each year group</p> <ul style="list-style-type: none"> • End of year outcomes for all year groups were reviewed by governors in July. | |

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| | <p>Beginning of year assessments</p> <p>Target-setting</p> <ul style="list-style-type: none"> • A range of data from school and FFT was discussed and explanations offered by HC. Governors were provided with analysis of the targets set in reading, writing and mathematics in Y1-6, at cohort and pupil group level. In addition, FFT analysis for Y2 and Y6 targets was also shared with governors, which confirms that the targets set are challenging and ambitious. The target-setting analysis has also been shared with staff • HC shared with governors the target-setting process as further refined for this academic year. Teachers are asked to set targets based on prior attainment and FFT estimates (where available). This data is then used prior to target-setting meetings to identify if any targets need to be more challenging and to identify children who are not at the expected standard for their age. Information about targeted interventions is cross-referenced with this information to ensure that children are being correctly targeted for appropriate support. Target-setting meeting conversations have remained focused on learning, barriers and provision but have been even more focused this year. • Teachers report that the changes to the process have led to a reduction in their workload in preparing for meetings and in setting clear targets. • The head teacher plans to report on progress mid-year by providing governors with information about achievement against key objectives in reading writing and mathematics. • The Early Years mastery in maths is showing impact both in Reception and Y1. There is excitement about what can be achieved and it is hoped that this year all pupils will reach the Early Learning Goals for mathematics . • Targets are not made at this stage for Reception but baseline data was shared with governors. Targets for Reception will therefore be set in January and shared with governors at the next committee meeting. <p>Outdoor Area in EYFS</p> <ul style="list-style-type: none"> • Appraisal target for teachers in foundation stage. The focus will be around quality enhancements being provided in the outside area, which will then support higher quality teacher-pupil interactions. • The self-registration system of who is in and outside has been in place since the recent Ofsted inspection in July. • The EYFS governor is conducting a visit next half term to monitor this. <p>Teaching time for National Curriculum</p> <ul style="list-style-type: none"> • A governor asked if the school is fulfilling its teaching commitments. Teaching hours were reviewed by governors last year. All subjects are being taught as part of Westgate's broad and balanced curriculum. <p>Assessment Arrangements</p> <ul style="list-style-type: none"> • Assessment & monitoring calendar had been previously provided in this meeting (see above) which summarises this across the school. <p>Collective Worship</p> <ul style="list-style-type: none"> • A range of assemblies and daily reflection by classes and whole school take place each week, which include: Celebration assemblies; class-led assemblies; singing /assemblies; Westgate Way assemblies; visitors and open the book assemblies. <p>FFT Dashboard</p> <ul style="list-style-type: none"> • Very positive data across the board. There is solid data to back up the schools judgements of how much progress has been made. The data was discussed at length. <p>Partnerships</p> | <p>HC</p> <p>AH</p> |
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| | <ul style="list-style-type: none"> EYFS training day took place earlier this month and was attended by Early Years practitioners from schools and settings in Otley and Pool. This was organised by the head teacher on behalf of the cluster. Another joint piece of work in the learning partnership focuses on writing assessment: moderating in Y2 and Y6 developing portfolios to assist with standardisation in other year groups. This work will begin in November and is planned as a 3 year project. Cluster plan also includes visits to different EYFS settings in order to share and develop good practice. | |
| 6 | AOB: Governor Visits <ul style="list-style-type: none"> Writing Learning Walls: 26/11/18 at 13:30? Writing Assessment Monitoring: 28/01/19 at 13:30? Science: to be arranged later in the year | |
| 7 | Date & time of next meeting: <ul style="list-style-type: none"> Wednesday 06/02/2019 at 18:00 | |