



Minutes of Teaching & Learning Committee Meeting
Held on Monday 14th December 2020 at 1.30pm
(Held virtually via Zoom due to COVID-19)

Governors Present on Call	Sue Rudge (Chair), Hilary Sanderson (HS), Sue Read (SRe), Sarah Jarman (SJ), Jessica Webb (JW), Pippa Williams (PW), Ruth Garbutt (RG) Mary Hancock (MH), Stacey Miller (Clerk)
Apologies	Chris Sanderson (CS)
Visitors	Diane Small (DS) for Items 3 & 4

Matters Arising:

Item	Action	Responsibility	Deadline
5	Clerk to check with Emma that signed minutes are going on the website and being printed and filed.	Clerk	ASAP
6	SJ/RG to save the data drop in GSuite in the Governor area.	SJ/RG	ASAP
7	SRu to add Myon to next governor visit programme.	SRu	-
8	SJ to invite Jamie to the next T&L Committee meeting.	SJ	-

Minutes:

Item	Issue Raised
1. Welcome & apologies for absence/note of absenteeism	SRu welcomed everyone to the meeting. CS has sent apologies, which were accepted. The meeting was quorate. JW will be late joining the meeting.
2. Declaration of Interests	No new interests were declared.
3. Y2 phonics testing – outcomes	DS explained the year 2 phonics screening test, and that they have made an assumption that the pass mark is the same at 32. 69% of year 2 have attained that figure of 32/40, this is for 36 children. Last year the pass mark was 38%, but DS explained that last year 33% got GLD and teaching for that year group was very unstable. Q: A governor asked how many children were in year 1 last year. A: This figure was not known off-hand. Q: A governor asked what has made such a difference. A: Read-Write Inc. DS continued to explain that 30% of children are still not where they should be and are considering using Opportunity Area funding for these children, and there is a development day soon for Read-Write Inc so they will know the areas where these children can develop, and will work more on fluency, so by end of the year children should leave in a better place than they are now.



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	<p>Q: A governor asked if this was an additional input as a whole class every day.</p> <p>A: Currently they split the phonics but this will be delivered as a whole class.</p> <p>SJ explained that in her monitoring meeting with Ofsted, they were aware of children's lack of readiness due to the impact of the pandemic and that the lack of attendance will affect results. It is recognised by Ofsted that results may not be as good this year.</p> <p>Q: A governor asked how do Pupil Premium children compare.</p> <p>A: It is a real mix. Some SEND children have not attained which will sway the balance since they cross over SEND and Pupil Premium groups.</p> <p>Q: A governor asked if there are any gender differences.</p> <p>A: Boys were more in a rush to complete. It was explained how one boy missed by 1 as he was in a rush. However, overall, the gender difference is balanced.</p> <p>A governor explained that Sam Brown has talked about doing extra work on phonics for some children who have not achieved.</p> <p>However, compared with last year and taking other issues into account, it is felt they should come out with more positive results at the end of the year.</p> <p>SJ raised that it will be interesting to see what the national average is as this will be a better comparison.</p>
4. EYFS - on entry assessment/baseline	<p>DS presented the EYFS assessment data.</p> <p>Q: A governor asked if we have a good cohort of Reception children.</p> <p>A: DS said that this will be shown and raised in the data set.</p> <p>DS explains that Reception is a lively cohort, but class numbers are quite low with only 29 children. There has been one child start, but isn't included in the baseline data.</p> <p>Their number skills are great and some are very articulate, however, explains that there are some children who do have some very specific speech and language needs, which has a big impact on statistics.</p> <p>DS continues to explain that the children have some personal, social and emotional development challenges, and the ability to be patient, wait and listen to others and make relationships is not there.</p> <p>Q: A governor asked if they think this is due to the impact of the pandemic and lockdown.</p>



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	<p>A: DS agreed this is very likely the cause as children have been in a home environment and have missed a term of pre-school in some instances, where these skills would have been practiced.</p> <p>DS explains that development of this will be a huge part of planning and explains that although many are good with phonics and numbers, they won't achieve if they don't have the right attitude to learning. This will be the biggest focus for the curriculum.</p> <p>Q: A governor asked if the speech and language skills in the mentioned children have appeared since lockdown or addressed in early years.</p> <p>A: Some cases have been noted before and some of these children have been to drop ins, but since lockdown this has been more difficult.</p> <p>Q: A governor asked if we are being sharp enough to pick these issues up when children first start school.</p> <p>A: We are now, and more training is booked in for January.</p> <p>SJ clarified further that previously speech and language therapists would work with those children, but now this is only online or delivered by staff who are not trained. Therefore, these children haven't had the support since lockdown.</p> <p>Q: A governor asked how are the results of the new input being assessed?</p> <p>A: Those children are being assessed against the profiles for the EYFS, and the early language descriptors are also used. We are going to use the Nuffield Early Language Intervention programme to support the children further. They are assessed against the EYFS standards and also the early language descriptors are used.</p> <p>There was further discussion about some of the cases with children who have some speech and language challenges.</p> <p>DS explained they have a target for reaching 70% GLD by end of the year.</p> <p>Q: A governor asked if they have targets for children working at greater level.</p> <p>A: DS explained they do have some who are speaking and listening well so it is possible that some may get higher.</p> <p>Q: A governor asked what the first language was of the case in question.</p> <p>A: Polish.</p> <p>Q: A governor asked if we have any TAs that speak Polish.</p> <p>A: No.</p>



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	<p>[Diane Small left the meeting]</p>
5. Minutes of last T&L meeting, matters arising & actions – 6th Nov 2019*	<p>SRu explained that only two current governors were present at the last meeting and many actions have been overridden due to time since last meeting.</p> <p>4: SEND report and policy to be finalised and ratified at September's FGB – clerk to check if this happened. COMPLETE</p> <p>4: Clerk to send email to EGR to add to letter wording: 'If a place is accepted and intend to move child they need to let us know when their last date of school would be in advance.' COMPLETE</p> <p>4: To circulate training from Governor Services as soon as it is released COMPLETE</p> <p>4: Check historical data for music tuition to allow comparison with June 19 figures – clerk to email EGR for action. NO LONGER RELEVANT</p> <p>4: Appoint a Health and Safety Link Governor - was done but needs to be revisited - to add to next FGB agenda. COMPLETE</p> <p>4: Updated: Sports Premium report to be re-written by end of term. Head to meet with KT and AH to discuss. ON AGENDA</p> <p>4: Sports Premium Funding to be added to next T&L Committee agenda ON AGENDA</p> <p>7: EGR to talk to Emma re governor secure area on website and Google Drive. COMPLETE</p> <p>7: EGR to email clerk phonics data targets to circulate to governors. COMPLETE</p> <p>7: EGR to circulate Key stage 1 baseline data to governors. ON AGENDA</p> <p>12: EGR to look in to updated policies schedule this term. COMPLETE</p> <p>DECISION: The minutes of the last T&L committee were approved as an accurate record of the meeting.</p> <p>Action: Clerk to check with Emma that signed minutes are going on the website and being printed and filed.</p>
6. Pupil Asset – Autumn outcomes	<p>SJ explained that teachers are now entering data in to Pupil Asset, and RG moderates these and bases pupil progress discussions on this set of data. SJ will present the data for maths, reading and writing and how data compares between pupil premium and non-pupil premium children.</p> <p>Maths:</p> <p>SJ presented the maths data on screen and discussed this data set. She explained that there is 5 weeks between each data drop and presents the two sets of recent data. SJ explains that you would hope to see more children over the course of the year moving towards 'Secure at' and 'Greater depth'.</p>



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	<p>SJ presents the data on screen and explains that the current data shows results are going in the right direction, there are not huge differences currently, but we are making gains.</p> <p>Year 5 & 6: Numbers 'working towards' has reduced and number in 'Greater depth' has gone up.</p> <p>Year 1, 2, 3 & 4: Increasing numbers at 'Secure at'.</p> <p>A governor highlighted that there has been a big increase in year 2 achieving 'Secure at'.</p> <p>Q: A governor questioned the label 'One year behind (SEN)' and how does the label become linked to the children.</p> <p>A: SJ explained it is used when children are not making significant progress.</p> <p>Q: A governor questioned why it is labelled SEN, as this term can be loaded.</p> <p>A: It was explained that Pupil Asset has labelled this as it suggests the child may need to be looked at as SEN, but the school knows this isn't the case, but may consider including them in interventions and support available.</p> <p>Pupil Premium (PP):</p> <p>RG talked through the PP numbers, and told governors to be mindful that some PP numbers are lower in some years such as year 1-2 so % is not as accurate compared to other classes where there are more numbers in the year.</p> <p>Year 1: 1 PP child moved to 'Working towards' from 'Emerging'. Year 2: 1 PP child moved from 'Year behind' to 'Emerging'. Year 3: 1 child ungraded due to attendance, but are now in school much more and now have a grade. Year 5 & 6: No change, however, some children who appear to be stuck are now having interventions to move them forward.</p> <p>PP to non-PP:</p> <p>There are more at 'Greater depth' for non-PP in maths but no significant gap in Year 6. There are some gaps in other years.</p> <p>Q: A governor asked when the interventions for PP children start, when would you likely see an effect?</p> <p>A: Due to TA absence in years 3-4, interventions have been on hold. Interventions in years 5-6 have only been going 3 weeks.</p> <p>In addition, priority in September was settling and stabilising back in which has meant a slower start.</p> <p>In years 1,2 and 4 there is a higher percentage of SEN and PP children, which will impact the data.</p>



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	<p>Q: A governor asked how confident are staff in using Pupil Asset as a tool.</p> <p>A: Staff are doing well, but has thrown up the question of whether everyone knows the end of year expectations. They are doing more work with LA to consider this further. Teachers are also using the Knowledge Hub more.</p> <p><i>[JW left the meeting]</i></p> <p><u>Writing:</u></p> <p>SJ presented the data on screen for writing.</p> <p>Year 6: Number in 'Secure at' is going up.</p> <p>Year 5: 1 child is now in 'Greater depth' with steady number in 'Working towards' and 'Secure at'.</p> <p>There is no gap in PP and non-PP children for years 5 and 6.</p> <p>Year 3 & 4: Now more in 'Secure at'. There is no gap between PP and non-PP in year 3, but in year 4 there is a gap but many PP children are SEN.</p> <p>Year 2: There are more at 'Secure at'.</p> <p>Year 1: There are more children at 'Working at'.</p> <p>SJ explains they are not huge jumps, but are going in the right direction. Targets are realistic.</p> <p>RG raised that it is good there is no gap in years 5 and 6 between PP and non-PP.</p> <p>A governor says that this shows that PP money is being spent in the right way and impacting the right children.</p> <p>SJ added that the school has to understand they need to prove that this money is going towards the children's educational outcomes, which it is now more focussed on.</p> <p><u>Reading:</u></p> <p>SJ presented the data for reading on screen and explained that numbers are going in the right direction, with a bit of a standstill in year 5. All other year groups are going up.</p> <p>A governor highlighted that two children in year 6 have moved from '1 year behind' to 'Working towards'.</p> <p><u>PP to non-PP:</u></p> <p>Year 6: There is a gap.</p> <p>Year 5: No gap</p> <p>Year 4: There is a gap, but have some PP who are SEND.</p> <p>Year 3: A minimal gap</p> <p>Year 1 & 2: There is a gap, but there is crossover with SEN and low numbers.</p>



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	<p>There has been movement in all year groups of PP children as well.</p> <p>Action: SJ/RG to save the data drop in GSuite in the Governor area.</p> <p>SRu says the committee will have the next data drop for the next T&L committee meeting.</p>
7. RAP Monitoring	<p>SRu explained that the LA have emphasised more visits need to take place by more governors.</p> <p>SJ circulated the RAP prior to meeting but explains they are now writing the RAP for next term and there will be a focus on spelling, moderation and will continue with maths.</p> <p>SJ explained that sections highlighted in yellow are things to be moved over to the next RAP.</p> <p>Q: A governor asked regarding section 1 – Reading: SENDCo to identify interventions, when are these planned in for? A: They are evaluated every half term.</p> <p>Q: A governor asked regarding priority 2, guided reading and targets, are we well resourced for this. A: Yes, we are well resourced and now have an online resource call Myon, and we are pushing people to use this more.</p> <p>Q: A governor asked if we can access the high interest low access reading materials for that. A: Yes we can and this resource is really valuable.</p> <p>RG raised that it would be useful to have a governor visit on Myon next term.</p> <p>Action: SRu to add Myon to next governor visit programme.</p> <p>SJ explained that the next RAP won't be as lengthy as it is to be consolidated.</p> <p>Reading environments: SRe is in talks with Diane Small about this visit and is hoping to have a second look next term. KF is doing this with her. SRe explains it is more difficult to do when you can't go in to school.</p> <p>SRu raised the learning walk conducted by Belinda Harvey who had noted how the school environment in general had improved and that it is more friendly and welcoming.</p> <p>It was explained that key stage leads have been very involved in taking this forward.</p>



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	<p>SRu expressed thanks for a comprehensive evaluation for governors to follow.</p>
8. SEND report	<p><i>[This item was discussed following item 12]</i></p> <p>SRe explained that she would normally visit school 3-4 times a term but has only had 1 meeting at the beginning of term, then her and NB went through the report. She explained that you couldn't make judgements on the effectiveness of the interventions as many take 10 weeks so will look at improvement after this period.</p> <p>It was asked to provide feedback and thanks to Sam Browne as a lot of work has gone in to the report.</p> <p>Q: SRu asked which member of staff governors would like to come to the next committee meeting</p> <p>A: It was agreed that Jamie as maths lead should be invited to the next meeting.</p> <p>Action: SJ to invite Jamie to the next T&L Committee meeting.</p>
9. Funding Pupil Progress: outcomes and impact	<p>a) <u>Catch up funding</u></p> <p>This is now on the website. The tutoring is taking some time to work out, but SJ explains they have used data from Pupil Asset to make a list of those who would benefit from tutoring.</p> <p>This will be sent to SP Tutors, but so far we have not been matched with any tutors who need to undertake vetting process and training first, so this has not been spent so far.</p> <p>SJ explained she has had a presentation by Shine Resources, on formative assessments that children can take to help teachers with moderation of judgements. This can be purchased with catch up funding.</p> <p>Q: A governor asked how does this offer from Shine differ to the other resources they offer.</p> <p>A: It will do a gap analysis then provide a work programme for those children.</p> <p><i>[RG left the meeting]</i></p> <p>b) <u>Sports Premium</u></p> <p>A report was circulated prior to the meeting. SJ explained they are not sure if money will be rolled forward if there is any unspent.</p> <p>SJ covered what is included:</p> <ul style="list-style-type: none">- Sports intervention to manage social situations.



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	<ul style="list-style-type: none">- Active lunchtime provision with year groups.- PE equipment repaired.- Improve IT (sports subscription) – the school has not been able to use this to full effect as would usually be used to arrange competitions etc so there is some money left over, which may be used for swimming. <p>It was raised that there are tight restrictions on what this money can be spent on.</p> <p>Q: A governor asked if the information needs to be broken down any further.</p> <p>A: No this is not needed.</p> <p>c) Opportunity Area (OA)</p> <p>The letter regarding the OA funding bid was circulated prior to the meeting. SJ explained that the successful bid has achieved £31,210 of funding and covered what this will be spent on:</p> <ul style="list-style-type: none">- 10 laptops – which have arrived.- Now purchased clicker 8- Training for SLT, which is taking place in January.- TA booked on Nuffield Early Language Development programme- Books to supplement PSHE curriculum. <p>There will be a meeting in February to discuss progress and will update at next committee meeting.</p> <p>Q: A governor asked if it could be carried over.</p> <p>A: There is no clarification on this yet – last year it was due to the pandemic but we await to find out for this year.</p> <p>SRu raised that at the last LAIG meeting there was a lot of positive feedback about the bid and the work involved. Thank you to SJ and RG for this successful bid.</p>
10. Pupil premium	<p>RG explained they are waiting to do the PP report as there is lots of crossover with OA spend. We are currently spending 50% of HLTA on PP children, including ELSA, as it was found after lockdown these PP children needed extra nurturing.</p> <p>They are incorporating Read-Write Inc in to Key Start 2 and Fresh Start in years 5-6. There is now a full time teaching assistant in year 5-6 delivering this.</p> <p>Q: A governor asked what ELSA means.</p> <p>A: Emotional Literacy Support Assistant.</p> <p>Q: A governor asked if this is a relatively new thing.</p>



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	<p>A: SEND services are pushing for this and we are one of few schools that has a qualified TA.</p> <p>Q: A governor asked if they are still using the bridge as part of interventions.</p> <p>A: No due to bubbles this can't happen and have to separate intervention rooms.</p> <p>Q: A governor asked if they would be going back to that when they could.</p> <p>A: No they wouldn't.</p> <p>Q: A governor asked if how it is being done now is working.</p> <p>A: Yes it is, and are working to get those children back in to the classroom as soon they as can.</p> <p>SJ mentioned a success story where a child re-joined class for a maths lesson.</p> <p>Q: A governor asked how the maths lesson went when the child joined.</p> <p>A: It took some time reminding the child of expected behaviour but then stayed in for the entire lesson and was fine.</p> <p>There is some cross over with PP funding and OA funding, so there are some interventions for PP children not paid for by PP money.</p>
11. IT provision	<p>SJ covered a brief update on how IT provision has improved.</p> <ul style="list-style-type: none">- 10 new laptops with OA funding - received.- Out of budgeted money, all teachers now have laptops.- Now have new Kindles for each classroom donated by FOSS.- A plan for IT provision has been made, and have £2000 left in this year's budget and have decided to save this for emergencies. <p>Next financial year it will be important to look at money being set aside for IT provision to ensure there is money in the budget going forward.</p>
12. Policies	<p>Remote Education:</p> <p>Q: A governor mentions this policy looks like it has recently been put together, is it one that has worked for us?</p> <p>A: No, this has been adapted from a LA model that all schools in Cambridgeshire have been asked to produce to state what staff, children and parents should expect and what IT will be used.</p> <p>Q: The governor seeks clarification that it is specific to the school and our experience in using remote working.</p> <p>A: Yes it is, and is a plan that the school is using at the moment.</p> <p>DECISION: Governors approved the Remote Education policy.</p>



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	<p><u>Handwriting:</u> SRu mentioned a governor visit where it was noted that not all teachers were using cursive script when modelling. If this policy is agreed, senior leaders will ensure this is followed across the school.</p> <p>SJ explained that when Belinda Harvey visited, she said she saw good models of handwriting by teachers. However, we are in a transition stage and it does take time to bed down. PW confirms it is on the agenda for team meetings in the new year.</p> <p>A governor noted that during virtual visits it has been noticed that staff handwriting has improved and is more consistent.</p> <p>DECISION: Governors approved the Handwriting policy.</p> <p><u>Computing</u> Q: A governor raised an issue at the end of the policy on the last page where the paragraph doesn't sound like it is finished.</p> <p>Change required: - Delete the final sentence.</p> <p>Q: A governor questions the section under Health and Safety – there is no mention of visual equipment such as screens, is this part of work risk assessment? Should it be there or not? A: This policy is more to do with the computing curriculum rather than equipment. The VDU risk assessment for staff is in school procedures and H&S policy.</p> <p>A governor makes a general point that some of the terminology in the policy is not clear, e.g. 'Continuous and enhanced provision', 'Plugged and unplugged'. SJ explained this is a LA policy and clarified some of the terminology questioned and it was clarified that staff who will use the policy would understand these terms.</p> <p>DECISION: Governors approved the Computing policy pending the above change.</p> <p><u>Display:</u> Q: A governor raised that they did not receive appendix B. A: Appendix B should have been removed, but this hasn't been done. Change required: - Reference to Appendix B to be removed.</p> <p>DECISION: Governors approved the Display policy pending the above change.</p>



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	<p><u>Times Tables:</u> SJ raised that the policy didn't include year 3-4 so this needs including.</p> <p><u>Science:</u> A governor raised that the teachers name should be removed. A governor raised that the highlighted section under H&S just needs removing. A governor raised that under 'role of subject leader' – "Liaise" needs to be corrected.</p> <p>DECISION: Governors approved the Science policy pending the above minor changes.</p>
13. Training and CPD	<p>SRu explained that concerns were raised at the LAIG as not everybody is taking an active part in training.</p> <p>Once we have the RAP for next term SRu will produce a programme for visits for next term and circulate.</p>
14. Impact of the meeting	<ul style="list-style-type: none">- Far improved knowledge of where the school is at regarding how the children are achieving.- Been able to look at the progress and the data.- Been given information about the various funding coming in to school and how it is being spent.- Know what is in place to continue the improvement.- Approved policies, particularly the remote education policy which included DfE requirement.- Particularly looked at the COVID recovery.
15. Next meeting	<p>10am on Friday 12th Feb 2021.</p> <p>An agenda planning meeting is set for 13th January so if governors have any items for the agenda please let the Clerk or Chair know by then.</p>
16. AOB	No items were raised.
17. Meeting Close	15:20

Signed as a true record

(Chair)

Name: Sue Rudge

Date: 12th February 2021