



Minutes of Teaching & Learning Committee Meeting
Held on Friday 11th February at 10am
 (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), Chris Sanderson (CS), Stacey Miller (Clerk)
Apologies	None
Visitors	Jamie Sewell (JS) for Item 3

Matters Arising:

Item	Action	Responsibility	Deadline
4	CARRY FORWARD 6: SJ/RG to save the data drop in GSuite in the Governor area	SJ/RG	ASAP
4	CARRY FORWARD 7: SRu to add Myon to next governor visit programme.	SRu	-
4	Clerk to change 'year 1' to 'Reception' under item 4 in minutes of last meeting.	Clerk	ASAP
5	PW/HS to arrange a monitoring visit on remote learning.	PW/HS	Spring 2
8	RG to save half termly data on GSuite.	RG	ASAP
10	HS to send a reminder to governors about the chain of communication when talking to parents about concerns.	HS	ASAP

Minutes:

Item	Issue Raised
1. Welcome & apologies for absence/note of absenteeism	SRu welcomed all to the meeting and introduced Jamie Sewell as maths lead who has joined to present item 3. PW will join late as she is teaching. The meeting is quorate.
2. Declaration of Interests	No new interests declared.
3. Maths Leadership and interventions	JS introduced himself and that he was going to be talking about the maths curriculum in school. He presented a PowerPoint presentation which was shared on the screen for all to see. JS started by explaining that the White Rose recovery curriculum has changed slightly, and the school is now following this. He has produced links for the various resources that teachers can use throughout the year, and has created a clear road map for each year group and provided guidance on this as a central place to find information and to support any children who need additional support. Monitoring has been focussed on the learning environment within school, to ensure it was consistent across the school. There has been a focus on the love of maths, including reasoning and problem solving which are embedded in maths learning. There has been a greater use



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	<p>of Maths Eyes and this has been promoted across the school. This helps illustrate that maths is found across other subjects too.</p> <p>JS presented some images of children's work currently displayed in school. Children have an active role in creating displays themselves. 'Build it, draw it, write it, say it' is a way of introducing children's reasoning in maths and has been successful so far. Also shown were examples of where it has been used across other curriculum areas such as French and Science. This emphasises the exposure of maths across the classroom.</p> <p>RG added that the impact of Success in Arithmetic wasn't as successful with distance learning, so it was decided to pause this for now until children return in person.</p> <p>JS mentions the work of Diminishing the Difference which has had a brilliant impact on year 3 maths so far, but will return to this later in his presentation.</p> <p>Monitoring: Progress is monitored by updating and conducting book scrutinies. Opportunities and reasoning are continuing, and marking has been upped. RG added that year 5-6 children have struggled with it after the last lockdown, so they have a focus on reasoning now as they still need to develop it.</p> <p>The Maths policy is ready to go, and the Times Table policy has been drafted. Year 4 have times table assessments so this policy will help support this, as well as year 6 SATS. RG added that JS has mapped out each year group, and how these skills are progressed from the younger years to give the right skills by year 4 assessments.</p> <p>SJ continued to explain that a condensed version of the policy has also been added to the website for easy access for parents to read and understand. RG added that the school are taking this approach for other policies too e.g. Healthy Eating policy.</p> <p>CPD: There have been two maths CPD sessions. The first was with a LA maths advisor, and staff felt a lot more confident going forward with teaching following the Number Talks training. A second session was led by JS and based on the Times Table policy and implementing the new Calculation policy.</p> <p>Intervention: JS explained that the year 3 Diminishing the Difference project focussed on increasing children's confidence in approaching a task and to think more broadly about a task, and improving problem solving and reasoning skills. PW has said they saw a positive impact from this and children being able to talk through their work or breaking</p>



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	<p>it down in a different way. Children who have been targeted for this intervention are being tracked throughout KS2.</p> <p>Q: A governor asked how they are sending the policy out to parents; it is not yet on the website. A: So far, we have only completed the Healthy Eating leaflet, which was shared with the newsletter. The Maths, Antbullying and ESafety policies will be shared with the newsletter next term and go on the zones being developed on the website. There is a maths zone where the maths policy will go.</p> <p>PW is running the Diminishing the Difference project but will now go back to class teaching. It has been three weeks of great interventions.</p> <p>Q: A governor asked who will continue with this intervention. A: Only those children who were chosen to do the intervention will continue, although they may do it again next year with a new cohort. However, this is part of CPD so teachers have lots of training so there is an impact across the class.</p> <p>Q: A governor asked if it involves just pupil premium children. A: Some are pupil premium but not all. Can chose children that are higher ability but where something is holding them back, to help make them progress.</p> <p>A governor says it is good to target any abilities that are falling behind, not just lower abilities.</p> <p>Success at Arithmetic: This intervention is based on boosting children's conceptual knowledge of four operations. Have begun with year 6, now have small groups across the school. JS explained that the 16 children from year 5/6, their average maths age was 8 years 9 months. However, after this programme they would be expected to achieve 14.5 months progress in 4 months. When the children return the focus will be on the final two stages. JS has seen a noticeable improvement already.</p> <p>When the programme is finished, progress will be reported back to governors. RG added that it's a fun programme and children enjoy it. It runs alongside usual maths lessons 3 times a week one week, then 2 times a week the following week.</p> <p>JS continues to present whole school data on maths. Many children are in 'working towards' or 'emerging'. Few or no children are in 'greater depth'. The focus is to see a shift of more children in to 'greater depth'.</p> <p>Pupil premium children are generally performing well in maths compared to non-pupil premium children.</p>



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	<p>Next steps: JS explains that gaps are expected to close. Year 4 should be pushing in to 'greater depth'. For year 2, we are looking at strategies and learning to move to expected standard.</p> <p>Spring 1: Remote learning has had an impact and need to be realistic that levels of engagement of children at home is not as good as when they are at school. The focus will be on seeing improvement when children do come back in to school.</p> <p>Looking forwards: Maths March is being led by LA. There is also the implementation of another intervention focused at lower year groups. JS is hoping to be able to watch maths learning within the lower year groups. RG added that they are also waiting to launch Puma and Shine interventions.</p> <p>SRu thanks JS for all the information and sharing the slides, and for all his work over difficult circumstances. Maths Eyes is about encouraging children and parents that they can have a go and is a very positive approach.</p> <p>Q: A governor asked what evidence is being used to monitor the success of interventions. A: For Success in Arithmetic, this would come at the end of the programme. For Diminishing the Difference children are tracked from year 3 to 6. Evidence will come from teacher assessment and looking in books. It will also be shown in pupil voice and the love of maths.</p> <p>Q: A governor asked about the link between maths and science. A: It comes through investigations and experiences, data recording and presenting. RG added that number lines help with some science questions, as well as estimation stations.</p> <p>A governor highlighted that it is good there is a positive reinforcement between the two subjects.</p> <p>Q: A governor asked how the children understand they are using maths skills during other subject teaching instead of classes. A: JS explains that children shouldn't notice this and that it just becomes embedded in learning, which creates better fluency and the understanding maths is all around us.</p> <p>Q: A governor questioned the 'love of maths' and how resources outside on the playground are used to develop mathematical skills. A: EYFS do a lot of maths outside and the whole school could learn from that.</p> <p>Q: A governor asked if KS2 are developing just in play times or in school times.</p>



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	<p>A: It is tricky now as children can't share equipment. It would be a good opportunity to review this for when children return.</p> <p>SRu praised JS about the parent session he conducted – informative yet jargon free</p> <p><i>[JS left the meeting]</i></p> <p>Q: A governor mentioned that although the maths parent session was good, a very small number of parents attended and were likely those that are pretty well informed anyway.</p> <p>A: They are creating videos for those unable to attend.</p> <p>Q: A governor raised that the shortened maths policy was not on the website.</p> <p>A: It was confirmed that it would be added once the Maths policy had been approved at this meeting.</p>
<p>4. Minutes of last T&L meeting, matters arising & actions – 14th December 2020</p>	<p>5: Clerk to check with Emma that signed minutes are going on the website and being printed and filed. DONE</p> <p>6: SJ/RG to save the data drop in GSuite in the Governor area. – Action: CARRY FORWARD</p> <p>7: SRu to add Myon to next governor visit programme. Action: DONE</p> <p>8: SJ to invite Jamie to the next T&L Committee meeting to give data updates. ON AGENDA</p> <p>Q: A governor raised that within Diane Small's item 'year 1' needs to be changed to 'Reception'.</p> <p>Action: Clerk to change 'year 1' to 'Reception' under item 4.</p> <p><u>DECISION:</u> Governors agreed the minutes of the last meeting, pending the above change.</p>
<p>5. Spring term RAP (to resume after lockdown)</p>	<p>SJ and RG wrote the Spring Term RAP at the end of autumn term before lockdown was announced, but SJ explained that all actions can be carried forward for when school opens again.</p> <p>SJ highlighted the two new additions to the document.</p> <ul style="list-style-type: none"> - Accelerated reader programme: School leaders now understand how to do the Star reading test so this is now included. - Emphasis on Puma test. Bought Puma test to conduct for all children from year 1 to year 6 in maths to be rolled out in spring term, but children have not been in. This will help inform teacher judgements. We can purchase Shine alongside it that provides outcomes alongside the test including an activity and intervention. School to do this when children return and include on next T&L agenda



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	<p>SRu explained that governors are still expected to conduct monitoring throughout lockdown. Governors still need to conduct one aspect of monitoring after half term as a minimum.</p> <p>SJ raised that it would be helpful for someone to be monitoring remote learning.</p> <p>SRu explained this is already on the list that has been shared. HS and PW to make arrangement to for a call on this and to incorporate Myon within this..</p> <p>Action: PW/HS to arrange a monitoring visit on remote learning for this term.</p>
<p>6. Adaptations to existing plans for:</p>	<p><u>a) Catch up funding</u></p> <p>SJ explained that school decided to go with SP Tutors who were recommended by the LA. They have submitted the names of children who wanted tutors, but then lockdown happened again. It was decided remote tutoring wasn't something the school wanted to offer, so this is now on hold until children are back in school. Year 5 to year 1 will be targeted when back. Year 6 will be targeted separately.</p> <p><u>b) Pupil premium</u></p> <p>RG explained that the PP Plan for last year had £64k to spend and this spending was focussed on COVID. The main barriers in the plan that has just been reviewed are similar to next year's plan due to COVID, including Quality First teaching, assessment data, mental health and parental engagement.</p> <p>RG explained they weren't able to spend money on trips or extracurricular activities so there is a £1500 carry forward within the budgeted costings..</p> <p>Q: A governor asked if the money carried forward means we get less next year.</p> <p>A: No it doesn't, it gets added to it as this is ringfenced.</p> <p>Q: A governor asked if there is any group reading in place with pupil premium children</p> <p>A: This is normal classroom practice. This is more targeted with Myon books as books are levelled.</p> <p>RG continued to explain the interventions that have been paid for, including, Mr Baxter (Premier Sports) who ran life skills interventions, breakfast clubs – which have since stopped, and purchase of First News online news articles which is under review to see if it's the best option.</p> <p>This plan will go on the website for 2020-21. RG has also worked on a 3-year strategy plan. The budget for this is £50,350. Need to look at progress data at next T&L meeting</p>



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	<p>Q: A governor asked when the plan will go on the website. A: 20-21 plan will go on today. The 21-22 plan doesn't need to go on yet.</p> <p>Q: A governor asked the reasons why the breakfast club had been stopped as it was having beneficial impact. A: It did have a beneficial effect on those attending pre-lockdown. However, during the pandemic it couldn't be run with children from different bubbles. Also, since the staggered drop-off times have started all children have arrived on time. Also, it wasn't having a direct impact on those children's educational outcomes.</p> <p>Q: A governor asked what APDR stands for. A: Assess Plan Do Review.</p> <p>Q: A governor mentioned Magic Breakfast that is used in another school. Is the school aware of it? A: No will look at it.</p>
<p>7. Communication with parents during home learning</p>	<p><i>[This item was discussed after item 8]</i></p> <p>Q: A governor asked if the school has many parents not engaging with home learning. A: The number of those not engaging has been increasing. This is mainly due to the changes in people's situations which varies by family. Paper packs have been given to parents who struggle with IT. School contact some families if they are worried with their level of engagement and how we can support them further, and this has improved engagement.</p> <p>SJ explained parents can raise questions through DoJo. They also receive newsletters and have curriculum evening, as well as information on website. Parents have been forthcoming where they haven't been managing.</p> <p>Q: A governor asked if there has been any abuse of social media. A: No there hasn't been.</p> <p>Q: A governor asked if the number of concerns on My Concern have risen. A: SJ explained the number has remained around the normal level and noted that the most vulnerable are in school.</p>
<p>8. Half termly data</p>	<p>There has been a drop in most subjects due to lockdown. The ability for children to practice reasoning at home and develop higher levels</p>



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	<p>of reasoning at home is less. Also, teachers can't always get accurate assessments.</p> <p>RG presented half termly data on screen. Action: RG to save half termly data on GSuite.</p> <p>RG highlighted the main points: Maths – no big shift. Writing – slight drops in data for years 6,5 and 4. Pupil Premium – 10 PP children are in school. Likely to see gaps increasing as they won't be accessing or engaging so much as others. Currently, the data is similar. Reading – children can read at home so there has not been much of a dip.</p> <p>Q: A governor asked if there have been any big gaps in work submitted from home, meaning that you couldn't even assess formatively.</p> <p>A: Yes, some families are struggling to complete all lessons. They have been told to focus on live lessons. It is trickier to assess as teachers are not sure of level of parent support.</p> <p>Q: A governor asked a question following communication with a parent regarding an online author talk that had taken place. What support is there for teachers trying to navigate the IT needed for the best remote teaching?</p> <p>A: PW clarified the issued involved in this particular instance, and this was due to a safeguarding issue rather than an IT issue. Discussion moved on to communication between parents and governors as emphasises the importance for governors to encourage parents to speak to the school about any concerns.</p> <p>Q: The governor clarified the question asking if there is any need for additional support for teachers to help negotiate the IT now needed.</p> <p>A: SJ confirmed that she did not think additional support is required and feels that teachers have been really good adapting to this and have also received a lot of Google training and peer support.</p> <p><i>[MH left the meeting]</i></p>
9. Policies	<p>a) Early Years policy No comments were made. <u>DECISION:</u> The Early Years Policy was agreed by governors.</p> <p>b) Monitoring and Evaluation policy No comments were made. <u>DECISION:</u> The Monitoring and Evaluation Policy was agreed by governors.</p>



The Governors of Sutton CE (VC) Primary School

Highlighted text denotes a governor challenge

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	<p>c) History No comments were made. DECISION: The History Policy was agreed by governors.</p> <p>d) Art No comments were made. DECISION: The Art Policy was agreed by governors.</p> <p>e) Design and Technology No comments were made. DECISION: The Design and Technology Policy was agreed by governors.</p> <p>f) Maths No comments were made. DECISION: The Maths Policy was agreed by governors.</p>
10. Impact of the meeting	<ul style="list-style-type: none"> - Governors learned a lot about the maths curriculum. - Governors understand how reliable the data is and its strengths and weaknesses. Shows staff are getting used to Pupil Asset - PP plan looking at 3 year basis and reassuring this was included. <p>Q: It was raised whether the PP link governor should be on this committee as a lot of information comes to this group.</p> <p>A: It was agreed that the PP link governor doesn't need to be on this committee and would need to meet with RG for additional information separately.</p> <ul style="list-style-type: none"> - Governors were reminded about the chain of communication and directing parent comments to the school. <p>There was further discussion on the issue raised under item 7. Action: HS to send a reminder to governors about the chain of communication when talking to parents about concerns.</p>
11. Next meeting	Friday 25 th June @ 10:00
12. AOB	None
13. Meeting Close	11:47

Signed as a true record  (Chair)

Name: Sue Rudge

Date: 25th June 2021