

Exminster Community Primary School
Minutes of the Teaching and Learning Committee Meeting 04/2014/15
Monday 27 April 2014 at 14:00 at Exminster Community Primary School

Attendees					
	Initial	Position		Initial	Position
Sarah Whalley	SW	Governor (Headteacher)	Becky Mason	BM	Governor (Co-opt)
Libby Ash	LA	Governor (Co-opt)	Helen Hibbins	HH	Clerk
Vanessa Pestrige	VP	Governor (Co-opt)	Gordon Peacock	GP	Governor (Co-opt)
Ian Moore	IM	Deputy Headteacher			
Absences					
Apology	Initial	Reason	Apology	Initial	Reason
Karen Sharpe	KS	Work Commitment	Dawn Fuller	DF	Work Commitment

Summary of Meeting	
Decisions	To adopt the Behaviour Principles.
Recommendations to Full Governing Body	None.

Item **Action**

Procedural Items

1. **Welcome**
BM welcomed all to the meeting.
- 1.1 **Apologies for Absence**
It was resolved to accept the absences as listed above.
It was noted that Alwyn Reeves and Sue Wilkinson were absent without apology.
2. **Declaration of Interests**
BM declared an interest in any matters related to PE due to her employment with the Dartmoor School Sports Partnership.
3. **Minutes and Actions from Previous Meeting**
 - 3.1 **Approve Minutes of Teaching and Learning Committee meeting on 23 February 2015**
It was resolved to approve the minutes which were signed accordingly by BM.
 - 3.2 **Progress on Actions**
 - 3.2.1 27/01/11 10.0 - Governor Visits. More visit reports needed. Governor Visits file to be arranged by Governor. **Update 24/04/15** See item 8 – **Ongoing reminder to remain on Actions List.** All
 - 3.2.2 26/09/13 8.5 - BM to enquire whether STEM was used at Dawlish School. Update 29/01/15 BM to put SW in touch with a contact at South Dartmoor School with the intention of getting a session run at Exminster. Update 23/02/15 Sam Morecombe from South Dartmoor School could visit a KS2 year group on a Wednesday, following up with a talk at a staff meeting. BM to clarify costs - **Ongoing** BM
 - 3.2.3 26/09/13 11.2 - Governors Child Protection training is due in Autumn Term. HH to Agenda, SG to get CG to a half hour session - Update 23/10/14 - to take place at FGB 27/11. Update 29/01/15 Governor mentor to run through presentation with any new Governors as part of induction process - **Ongoing** VP
 - 3.2.4 23/10/14 7 – SLT to come up with strategy for Governors to be able to analyse the impact of interventions for pupil premium children. Update 23/02/15 SW to ask CN for a breakdown of

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Item	Action
	SW
3.2.5	
3.2.6	
3.2.7	
3.2.8	
3.2.9	
3.2.10	
3.2.11	
3.2.12	
3.2.13	All
3.2.14	SW
3.2.15	LJ
3.2.16	SW
3.2.17	

Strategic Items

4. **Policies and Procedures**
 - 4.1 **Exclusions Policy**
The policy had reviewed and AR had signed it as a Governor.
 - 4.2 **Safer Recruitment Policy**
The policy was awaiting review by AR as he had undertaken the safer recruitment training as a Governor. AR
5. **Behaviour**
The Statement of Behaviour Principles document had been circulated to Governors prior to the meeting.

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	<p>IM explained that the Department for Education required the Governing Body to agree and publish a set of Behaviour Principles for the school. The principles would underpin the Behaviour Policy which was currently under review. In preparing the Behaviour Principles, the existing Behaviour Policy was considered and elements taken from it appropriately. Once the Governing Body had agreed the principles, the revised behaviour policy could be finalised.</p> <p>IM outlined the principles which were briefly discussed. The following questions and comments from Governors were noted:</p> <p style="padding-left: 40px;"><i>Q: How did Accelerated Reader fit in with the intrinsic rewards systems as it awarded points based on pupils reading achievements? (VP)</i></p> <p style="padding-left: 40px;">A: The points were based on children's individual targets. VP commented that children were motivated by earning the AR points. SW noted that this supported learning rather than behaviour.</p> <p style="padding-left: 40px;"><i>Q: Was training for staff provided, to ensure that the principles were consistently applied? (GP)</i></p> <p style="padding-left: 40px;">A: The policy was discussed at staff meetings.</p> <p style="padding-left: 40px;"><i>Q: Were Meal Time Assistants (MTAs) and other staff included in the training process? (GP)</i></p> <p style="padding-left: 40px;">A: Yes</p> <p style="padding-left: 40px;"><i>Q: How would the effectiveness of the policy and principles be monitored? (VP)</i></p> <p style="padding-left: 40px;">A: A member of the SLT was on duty every lunchtime in the playground, lesson observation took place and behaviour books were regularly scrutinised. (CPOMS would be used for behaviour records in the future.)</p> <p>It was resolved to adopt the Principles.</p>
6.	<p><u>Assessment</u></p> <p>The Department for Education did not require the Governing Body to approve a statement of Assessment Principles, but it was good practice and ensured that the school had a clear view on how assessment took place. It was envisaged that the document would be available on the school website.</p> <p>IM explained the content of the document, which included a list of principles and their effect on the school, parents and children, alongside a summary of the types of assessment. A staff discussion on assessment, alongside other guidance, had been used to inform the document.</p> <p>The following questions and comments from Governors were noted:</p> <p style="padding-left: 40px;"><i>Q: During a class visit, what would it be expected that a teacher and a child would know and understand about assessment? (GP)</i></p> <p style="padding-left: 40px;">A: A child should know their targets and a teacher should understand the data, know the strengths and weaknesses within their class and what was in place to address any issues. Dialogic marking was in place which could be observed in the children's books.</p> <p style="padding-left: 40px;"><i>C: GP noted that it was important to see both classes across a year group to monitor consistency.</i></p> <p style="padding-left: 40px;"><i>C: VP noted that while the language used for assessing the children would be easier for parents to understand, she had concerns about the self-esteem of children, particularly if they were told that they were working at a considerably lower level.</i></p> <p>IM said that this needed to be considered carefully and, to date, there had been decision on how to inform the children.</p> <p style="padding-left: 40px;"><i>Q: What would Gifted and Talented children, who were working securely be told? Would they be informed that they were working at a level higher than their year group?</i></p>

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<p>A: There was a mastery grade from 1 to 4, with 4 being the highest level indicating the greatest depth of understanding.</p> <p>IM noted that the end of KS SATs would no longer have questions above age range expectations, but the questions may require the application of a number of different areas of learning and understanding.</p> <p>The Assessment Principles would be circulated to all Governors for information.</p>	HH

Monitoring and Accountability

<p>7. <u>School Development Plan (SDP)</u></p> <p>The Self Evaluation Form (SEF) summary had been circulated to all Governors. SW explained that the document would be updated on a termly basis. The SEF would be linked to the SDP for the next academic year. Governors should validate the SEF by asking for evidence. This could be investigated as part of teaching and learning committee meeting. External help had been utilised in producing the SEF and would continue with the intention of tying together the SEF and SDP. GP suggested that timescales could be included in the SEF, to show Ofsted that there were clear parameters in which the improvement was scheduled to take place. SW believed that this would be more useful in the SDP. SW said that a staff questionnaire had taken place and the analysis needed to be discussed at a future teaching and learning committee meeting.</p>	HH
<p>8. <u>Governor Visits</u></p> <p>8.1 <u>Class visits</u></p> <p>BM had produced a form indicating the expectation that Governors would carry out 1 class visit per term per year group.</p> <p>8.2 <u>Subject visits</u></p> <p>There was an expectation for an annual visit per subject area. BM to email HH the matrix of allocated Governors to put in the Governor information handbook.</p>	All All BM/ HH
<p>9. <u>Parental Satisfaction Survey</u></p> <p>The Survey identified the following issues that required action:</p> <p>9.1 <u>Parents were not aware who the Governors were</u></p> <p>Suggestions to address this included</p> <ul style="list-style-type: none"> • A termly newsletter from the Governors, including a balance of strategic items and other information. This should be made part of the existing school newsletter. • It was noted that this came under the Community Lead Governor role allocated to DF. LA agreed to assist if required. • The Governor profiles should be updated on the website. • The allocated class link Governor(s) should be put on the list of teachers for each class given out towards the end of the academic year. • There was a need to advertise the current Governor vacancies indicating the skills the Governing Body was hoping to recruit. Initially this should be in the newsletter, but the copy could also be used for Scene Magazine and Exminster.net, reaching the wider community. <p>SW agreed to draft something for a future newsletter based on today's meeting.</p> <p>9.2 <u>Behaviour</u></p> <p>This was to be reviewed by the whole staff.</p> <p>9.3 <u>Environment</u></p>	DF/LA HH SW SW/DF /LA SLT

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	The question regarding the school environment scored roughly the same as last year which was disappointing as a number of items had been addressed over the last year. Concern was expressed about how the new school proposed for the Matford Development may entice parents away from this school.
10.	<u>Impact of Funding Monitoring</u>
10.1	Pupil Premium An Updated version of the circulated with impact statements included. <i>LA noted that one intervention did not appear be working due to absence.</i> SW explained that the situation had now been addressed.
10.2	Sports and PE BM explained the Dartmoor School Sports Partnership, outlining what it offered to subscribing schools and some new initiatives planned for the next academic year. <i>LA emphasised the need to track that all children had received benefit from the Partnership over the course of a year.</i> <i>VP asked what the tie in for the service was.</i> SW replied that it was 1 or 2 years at a time. <i>VP asked whether the school considered alternative providers of a similar service.</i> SW replied that the services of a number of different organisations and compared. It was noted that quotations were still awaited for the sports court. It was possible that these would be over and above the grant awarded.
11.	<u>Accessibility Plan 2014-2017</u> The Accessibility plan had been circulated and was available on the school website. It contained a number of actions that would be addressed during the lifetime of the plan.
12.	<u>Review of Attendance Data</u> Attendance data had been circulated to all Governors. SW explained that the Education Welfare Officer was required to intervene when individual children's attendance dropped below 90%. It was suggested that details of absence were put on a newsletter on a termly basis and parents should receive information about their child's attendance on a termly basis. BM questioned what Governors should do about absence? SW said that it was important that Governors had an awareness and it was agreed that it should become a section of the Headteacher's report to the FGB.

SW

The meeting closed at 15:30

Dates of Next Meetings

Thursday 7 May 19:00 Resources committee

Thursday 21 May 19:00 Full Governing Body

Thursday 11 June 19:00 Teaching and learning committee

Wednesday 17 June 14:00 Resources committee – **please note that this date has changed**

Thursday 9 July 19:00 Full Governing Body

Signed:.....Sue Wilkinson..... Date:.....11/06/2015.....