Teaching and Learning Committee Meeting 03/2014-15

Monday 23 February at 14:00 at Exminster Community Primary School

Summary of Meeting

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I)e	CIS	ะเก	ns:

To adopt policies on Collective Worship and Children in Care.

To amend the Parental Satisfaction Survey questions.

To amend the Class Link and Generic Governor visits forms.

Recommendations:

None.

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Attendee	Initial	Position	Attendee	Initial	Position
Sarah Whalley	SW	Governor (Headteacher)	Becky Mason	BM	Governor (Par)
Libby Ash	LA	Governor (Par)	Helen Hibbins	НН	Clerk
Vanessa Pestridge	VP	Governor (Com)	Gordon Peacock	GP	Potential Governor

Apology	Initial	Reason	Apology	Initial	Reason
Karen Sharpe	KS	Work Commitment	Dawn Fuller	DF	Work Commitment
Alwyn Reeves	AR	Work Commitment			

Ref	Item	Action
Proce	dural Items	
1.	Welcome	
1.1	Apologies for absence	
	Accepted as listed above.	
	It was noted that Sue Wilkinson was absent without apology.	
2.	Declaration of Interests	
	BM declared an interest in items related to PE due to her work with the Dartmoor School Sports	
	Partnership.	
3.	Minutes and Actions from previous meeting	
3.1	Approve Minutes of previous meeting	
	Resolved.	
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 – ongoing reminder to remain on actions list.	
3.2.2	19/01/12 3.2.8 - Review policy list to condense and eliminate unnecessary repetition — ongoing.	
3.2.3	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
3.2.4	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 reminder for induction of new Governors.	НН
3.2.5	23/10/14 7 – SLT to think of questions that Governors could ask children during their visits - done	
3.2.6	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 – VP asked what Ofsted would want to know during an	
	inspection. It was suggested that they would want to know the academic points progress, and SW	
	agreed to ask CN for a breakdown of all interventions, highlighting the impact on the pupil premium	
	children – ongoing.	SW
3.2.7	23/10/14 7 – LA to consider reformatting the Governor Visit's form. Update 29/01/15 to be	
	discussed at a FGB meeting. Update 23/02/15 on Agenda for T&L meeting – done.	
3.2.8	23/10/14 9 – SW to speak to TR about launching a competition to design a new school logo through	
	the school council. Update 23/02/15 Templates of the logo outline to be provided to the children –	SW
	ongoing.	
	LA suggested that the childrens designs' could be put on a tea-towel (or other appropriate	
	merchandise) as a fundraiser for ESA.	BM

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3.2.9	23/10/14 9 - SW to advise Thomas Moores that we were considering changing the school logo and	
	also wanted to provide a cardigan with a logo on. Update 29/01/15 Quotes had been received from	
	3 uniform providers. Update 23/02/15 A working party of Parents and Governors to be formed to	
	look at the quotes, availability and quality in order to make a decision on the provider – ongoing.	SW
3.2.10	29/01/15 6.2 – Collective Worship policy to be on the agenda for the next T&L meeting – done.	
3.2.11	29/01/15 7.2 – SLT to prioritise Buyback list for Resources Committee. To be on agenda for	
	Resources Committee – done.	
Gover	ning Body	
4.	To agree format of Governor Visit Forms	
4.1	Class Link	
	BM had tested the Class Link Form with 3 children from different ability groups in Y3. The intention	
	of the form was to feed back to the SDP, and it was noted that it may require changing in line with	
	the SDP. One Class Link visit needed to be completed by each Governor per term.	
	The following amendments were suggested to the form:	
	Alternative/follow-up questions could be added in case children did not understand what	
	was being asked of them.	
	The evidence box needed to be bigger.	
	An "other comments" box needed to be added.	IM
	BM had tested the Class Link Form with 3 children from different ability groups in Y3. The intention	
	of the form was to feed back to the SDP, and it was noted that it may require changing in line with	
	the SDP. One Class Link visit needed to be completed by each T&L Committee Governor per term.	T&L
	Confirmation of Class Links was given as follows (first name is T&L lead):	
	Reception – LA and DF	
	Year 1 – AR and SP	
	Year 2 – KS (plus another)	
	Year 3 - BM (plus another)	
	Year 4 – GP and IB	
	Year 5 – VP (plus another)	
	Year 6 – SWi (plus another)	
	It was agreed that an email would be sent asking all T&L Committee Governors to undertake a Class	
	Link visit based on reflective learning by the FGB meeting on 26 March at which the forms would be	
	shared and discussed.	НН
4.2	Generic Visits	
	LA had produced a form, taking influence from various Governor Visit forms that she had found on	
	the internet.	
	The purpose of the form was to make it applicable to site visits, finance visits, Health and Safety	
	visits and also subject link visits (see item 4.3).	
	It was suggested that the boxes for Links with SDP, Pupil Voice and Governor Observations and	
	Comments be amalgamated.	
	It was agreed that an email would be sent asking all Resources Committee Governors to undertake a	
	visit on either Premises, Health and Safety or Finance by the FGB meeting on 26 March at which the	
	forms would be shared and discussed.	НН
4.3	Subject Link	
	VP asked why subject link visits were necessary? SW explained that it was to make middle	
	management accountable. It was acknowledged that they were already accountable to the SLT, but	
	that it was helpful to have external input.	
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	It was noted that some of the areas that were on the current list of subject/curriculum links were now covered by the Lead Governor Roles, and that when the Terms of Reference were reviewed, this could be highlighted.	
	It was agreed that it was important to continue with regular visits for Maths, Literacy, Science and	
	ICT, but that visits for Arts and Humanities could be reduced to one per year, after the action plan	
	had been agreed.	
	BM agreed to look at the Governor Roles table and to compile a matrix of all the actions, with	
	Governor names against them.	ВМ
Strate	egic Items	
5.	Policies and Procedures	
5.1	Collective Worship Policy	
	Resolved to adopt the policy with a review period of 3 years.	НН
5.2	Children in Care Policy	
	Resolved to adopt the policy with a review period of 2 years.	НН
5.3	Exclusions Policy	SW/
	Deferred pending additional information.	НН
5.4	Safer Recruitment Policy	SW/
	Deferred pending additional information.	НН
6.	Review Parental Consultation Arrangements	
	A list of questions from the Ofsted Parent View survey and the Parental Satisfaction Survey	
	historically used by the school were compared.	
	The following amendments to the Parental Satisfaction Survey were agreed:	
Ī	Change the wording of question 4 relating to behaviour	
Ī	• Remove questions 9, 10, 12, 16 and 17	
	 Amend question 13 to "enrichment opportunities". (The SLT would consider the wording of this and make a final decision.) 	
Ī	Remove "outdoor" from question 14	
	Remove "any other comments" box	SLT
	It was suggested that Governors should have a presence around school during the Parents evenings on 9 and 12 March, encouraging parents to fill in the survey. An email asking for volunteers would	НН
ı	be circulated.	
	It was noted that the Ofsted Parent View Survey had very few responses. Governors were	
1	encouraged to fill this in online, ahead of promotion to Parents later in the academic year, so it did	
	not clash with the Parent Satisfaction Survey.	All
Moni	toring and Accountability	
7.	School Development Plan	
7.1	PE Spending	
	SW circulated a draft of the Sports Premium Data Publication for 2014-15 which was required to be	
	uploaded to the school website by the beginning of April.	
Í	Governors liked the simplified presentation of the report and acknowledged that the outcomes	
	section needed to be completed.	
	BM had suggested to LJ that a tracking system should be implemented to ensure that all children had	LJ
	taken part in activities over the course of a year.	
7.2	Visits from external consultants	
İ	Three external consultants had visited the school and their reports had been circulated prior to the	
	meeting.	

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	LA noted that the Maths consultant had said that the children were unfamiliar with using resources			
	and wondered why this was the case. SW explained that the children were using Numicon and			
	although it was widely used in KS1, the children in question were in Y4.			
7.3	Learning Behaviours			
	MG presented a powerpoint on Learning Behaviours. It was explained that this was in response to			
	the post Ofsted action plan.			
	Governors commented and questioned as follows:			
	Q: Is this in place across all year groups? (GP)			
	A: Yes			
	C: The most recent Ofsted report said that there was not much extended learning happening in the			
	school, but there was evidence of independent learning shown by the project work and home-			
	learning exhibitions. It was disappointing that Ofsted did not see this when they visited. (GP)			
	Q: (Referring to the questionnaire that MG had undertaken with children in 2014) were there any			
	year-groups who did not know as much about the learning styles? (LA)			
	A: No. Occasionally the children did not understand the questions, but were able to answer with prompting.			
	C: It may be interesting to carry out the questionnaire on some G&T children. (LA)			
	Q: (Referring to the buzz-boards and questions) Do all children ask questions?			
	A: A record of who asked the questions was kept to ensure that there was an opportunity for all to participate.			
	Q: Is there any differentiation in how tasks were approached by children of different abilities? (LA)			
	A: No, each child approaches a task however they want. Creative and critical thinking is the most			
	difficult of the styles and therefore it is easier higher up the school.			
	Q: How did ideas for home learning come about, for example write a song, make up a newspaper report, or make a model for a particular topic? (VP)			
	A: Home-learning should be about what the child wants to do. Teachers can take ideas from the class as suggestions.			
	C: Consider adding a question on home learning to the questionnaire. (VP)			
	C: Perhaps a range of activities could be included for the home learning topics such as a physical			
	activity instead of purely written/art based ideas. (BM)	MG		
	MG suggested that a Governor may like to observe a learning behaviour based activity and agreed to			
	print off a list of age appropriate language for learning behaviours.	MG		
	The presentation concluded with a list of next steps. A leaflet would be sent to parents in April and			
	the display boards near the hall would contain further information and examples.			
	MG was thanked for her presentation.	HH/		
	The presentation would be made available to all Governors on Edmodo.	MG		
8.	Governor Visits			
	See item 4.			
	The meeting closed at 15:30			

Signed:	Beckv	Mason	Date:	27/04	/2015
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