

LEARNING AND TEACHING SUB COMMITTEE MEETING RECORD

Date: 03/04/19

Members Present: Jenni Logan, Janet West

Apologies: Jill Newbolt

FOCUS:

- To explore progress in Y5 and what the school are doing to improve
- To know how spelling is being taught across school
- To discuss the New Ofsted CIF and the impact on the school curriculum

ACTIVITY:

Learning Walk:

- Parents supporting spelling was evident in each class
- The spelling process was taking place first thing in each class with name writing then Phonics in EYFS
- All children were engaged and settling well for learning
- Governance held a conversation with the literacy leader on why the current strategy was selected and impact that could already be seen

Discussion: Autumn in school data: *Why have the Y5 children made limited progress in the Autumn term and how has this been addressed?* – JL discussed the high needs within the cohort and the conflicting personalities can cause issues. When children arrived in Y5 gaps have become evident meaning that children haven't been able to move on. Autumn term has been spent setting the Y6/5 standard and expectations, but although the data hasn't been analysed for Spring term yet, it is looking positive and the gap appears to be narrowing.

Discussion: Can you explain the approach that you take towards maths across school? JL explained how she works closely with the NCETM in the Early Years Sector and as a school we are leading the way with EY Maths. F1 and F2 long term planning was shared and as a result we are confident that 100% of this year's cohort will achieve the ELG, but also children are more secure in their knowledge. In Y1-Y6 as a school we are following the White Rose planning, however, we tweak it to suit our needs and spend most of the Autumn term exploring number and operations. *How do you ensure challenge for the more able children?* JL talked about breadth and depth rather than moving on. JL gave some clear examples for each year group.

Discussion: JL shared the proposed 2019 Ofsted CIF and explained the thought process we have been through so far. JL shared the Year A and Year B plans; each subject area curriculum focussing on key skills and the Art curriculum assessment grid. JL explained that this is still in the development process.

How do teachers know what specific skills need to be taught in Art (e.g. colour mixing, texture, grass, shading etc) JL said that she would discuss this with the art leader as a next step.

OUTCOMES:

- JL to continue to develop the curriculum and share with copies at the next meeting.
- JL to analyse Y5 spring data in depth and address any issues it highlights.
- JL to meet with the Art Leader to discuss skills in each year group.

Next meeting Date: TBC

Focus:

- Wider Curriculum Update
- DEP Review

NB: SUMMER MEETING TO INCLUDE POSITION STATEMENTS