

Minutes of the Teaching, Learning and Outcomes Committee (TLOC) held Online

Wednesday 18th November 2020

Present: Angel Gurria (AG, Chair), Rosa Mottershead (RM), Neil Perry (NP), Mark Tinkler(MT), Katie Hehir(KH), Christina Bates(CB), John Parkin (JP), Tony Davies (TD), Ricardo Herbane (RH), Chris Jagger (CJ).

Clerk: Lis Silver

1. Apologies for absence

There were no apologies for absence. It was noted that this was an Open Meeting of the Committee to which all governors are invited.

2. Declaration of direct or indirect pecuniary interests relevant to agenda items

Christina Bates advised the meeting that she is H & S rep for the National Education Union (NEU). There were no additional direct or indirect pecuniary interests declared.

3. Election of Chair and Vice Chair

AG advised that he was no longer in a position to Chair the Committee because of increased work commitments and would be standing down as a governor in the near future. He current Chair advised the members of the Committee on the duties and workload associated with the role. These include chairing the meetings, keeping contact with the Chair of Governors and Head, and agreeing the Agenda for meetings. AG has also sat on the Headteacher Performance Assessment panel and in the past this was linked to the role but this is no longer the case and the requirement is simply for a representative from the TLOC.

JP advised that he was able to take on the role of Chair and NP agreed that he could continue in the role of Vice Chair. There were no other nominations.

John Parkin nominated himself for the role of Chair, Rosa Mottershead seconded and the Committee unanimously elected John Parkin as Chair of the Teaching, Learning and Outcomes Committee

Neil Perry nominated himself for the role of Vice Chair, Christina Bates seconded and the Committee unanimously elected Neil Perry as Vice Chair of the Teaching, Learning and Outcomes Committee

4. Terms of Reference for the Teaching, Learning and Outcomes Committee

It was noted that the Terms of Reference had been reviewed in some detail the previous year. The Committee reviewed the following matters

- i) Inclusion of a reference to virtual meetings – not considered necessary since virtual attendance mentioned in Articles of Governance
- ii) Quorum – agreed that quorum of 3 governors was appropriate. It was discussed as to whether it should be required that the Head teacher is needed for the meeting to be quorate and agreed that this did not need to be added.
- iii) Membership of the Committee – no change required

- iv) Length of term of office for Chair and Vice Chair – agreed not necessary to add since elected annually

It was noted that there was one factual error in Section 2.2 with a reference to the quorum for the Salary Committee – since the Salary Committee is a subset of the Finance Committee it was agreed this should be removed.

The Committee unanimously approved the Terms of Reference for the Teaching, Learning and Outcomes Committee with the removal of clause 2.2

5. Minutes of the TLOC Meeting held on 13th February 2020

Governors reviewed the minutes from last meeting and agreed that they were an accurate record of the meeting but identified two errors for correction as follows:

- i) Present for Agenda items 1-3 should state Fiona Nolan (not Norman)
- ii) Incorrect date in title – should be 13th February (not 13th January)

With these two corrections the minutes were approved as an accurate and complete record of the meeting.

6. Matters Arising

There was only one matter arising since because of the pandemic the last meeting was 9 months ago and circumstances have changed significantly. It was agreed that there was one planned action that should be carried forward from the last meeting.

Action: Head to arrange for ICT Curriculum Lead to attend TLOC in Spring or Summer term

7. Data Analysis and Target Setting for 2020/21

The Head advised that some of the PDFs produced by the Target Tracker software were incorrect with data on Years 5 and 6 cut off and updated versions (in landscape) were now available on the portal. He noted that this Committee would normally be analysing the Statutory Assessment results but that this testing had not taken place because of the closure of schools during the Lockdown for Covid-19. The data being brought to the Committee this year is internal data from assessments done by the teachers in September. Ofsted does not normally use internal data but the school routinely uses this data as a broad indicator of the progress that individual children are making. He noted that internal data would normally be collected during the summer term but this had not been possible in the short term that schools were open. Children would therefore normally be assessed by teachers who had got to know them during the year but this year the timing meant it was done by the new class teacher. He felt that overall they had done a very good job but that there might be some children where the scoring needs revising as the teacher gets to know the child better or they child becomes more confident.

TD presented the following key information from his detailed report on Data Analysis and Target setting in 2020/21:

- Overall the children are not as far behind as had been feared following September assessments. This is particularly true for reading and maths but with a slightly larger gap for writing (particularly secretarial skills) seen throughout the school. There are far more children assessed at 'working at' rather than 'secure' (the next level) than in normal years.

- The dip in writing appears to be around children getting into good habits when they have continual reminders from teachers – use of punctuation and paragraphs etc and it is believed that if they remain in school this will quickly improve. Many children used a keyboard rather than writing during Lockdown and have forgotten simple rules. The Literacy Link governor confirmed that this had been discussed during his recent meeting with the Assistant Head and confirmed she was aware of the decline in secretarial skills but confident that the children will quickly regain progress in this area if they stay in school.
- The dip seen in Reading is linked to comprehension skills which are hard to teach remotely.
- The Maths assessment may be elevated because of the cyclical nature of the curriculum – they are currently working on numbers and calculation skills and this was taught in the Autumn term last year before schooling was interrupted.
- 60% of children made the expected 1-2 levels of progress during the summer term
- Attainment in Year 5 is lower than other years – review suggests that this is more cautious assessment rather than lower comparative attainment but will be regularly reviewed.
- Pupil premium and SEND children have made less progress during Lockdown and will need support to reach Age Related Expectations (ARE)
- Normally this meeting receives a report detailing planned targets for the following summer's statutory assessment outcomes. These can be seen in the Target Tracker Target Summary Report. Currently the DfE is stating that these assessments will take place in summer 2021 but there is increasing pressure from teachers and the National Association of Head teacher's that they should again be cancelled. Clearly the level of disruption may impact this decision in the longer term and it is clear that this is worse in some parts of the country than others.
- Regardless of whether or not the assessment tests take place, the school has worked with teachers to set targets for where we aim each child to be at the end of this academic year (based on assessment data captured towards end of Spring Term 2020 and early this term).

The staff governors present confirmed that although settling in was difficult in the first few weeks of the Autumn term that they are able to teach their normal curriculum and are not seeing major differences in attainment. However, there are differences in the impact of Lockdown on different year groups e.g. lower down the school children have missed out on a significant proportion of their education to date.

Reception – baseline assessments show that the cohort is 15-20% lower in attainment than in normal years – largely because many of them missed out on an enormous proportion of their Nursery education and they are less independent as a result. This is also true for children in a language poor home environment. TD noted that many of the local Foundation stage settings are facing the same challenges.

Year 1 – some issues with children forgetting basics e.g. letter sounds – these are children that will have missed over a term of their first year of the national curriculum.

Year 2 - teacher confirmed that it now felt like a normal year and she is seeing lots of progress.

Year 4 teacher confirmed there is a collective gap in writing skills but that the children are enjoying the work they are doing and the teachers are identifying gaps without making the children too aware.

Both teachers confirmed that the biggest threat to achieving the targets is the amount of time that either individual children, or teachers have out of school to self-isolate this year. They advised that it is easy to underestimate the disruption and emotional impact of having to regularly self-isolate and that this occurs much more often for some children because of their family circumstances.

Governors asked questions about the impact on Pupil Premium, SEND and English as an Additional Language (EAL) children. They were advised that because of the smaller numbers and different circumstances it is harder to make generalisations but overall SEND groups have made less progress and this is particularly true for children that have multiple barriers to learning.

One of the governors asked about the Year 1 phonic checks and was advised that these are being done with Year 2 children and should be completed by the end of term. As is usual any children that fail will be retested at the end of Year 2. From the tests done to date there is a good level of attainment but the full data will be available in a week's time. If gaps are identified then these will be plugged during the year.

The Head advised that in a normal year the school expects children to make 6 steps of progress on Target Tracker but that the expectations this year have been raised to 8 steps of progress to make up for progress lost last year. He acknowledged that this is an ambitious target but that it is important to keep aspirations high in the school. A Staff Governor confirmed that they felt comfortable with this and it had been discussed in detail at their Performance Management setting meeting together with identifying children that needed to be targeted for extra input to give them accelerated progress this year. She noted that delivering lessons virtually has been significantly refined since the last Lockdown and that the school is now using Google classrooms so work will be set differently to last year. She said that she didn't feel that the workload had increased significantly but that it did require her to be much more organised. She also noted that the children are so happy to be back in school and very happy to work. The other staff governor advised that it is not the Teaching and Learning aspect that is the issue but there is additional pressure from all the other changes necessitated by the pandemic e.g. in September the children were harder to settle and much time was spent on tasks such as teaching the children how to use paper towels effectively. Many of the children got very tired quickly because they were just not used to the structure and length of time concentrating in school.

One of the Staff Governors thanked the Head and the Senior Leadership team for their hard work in making the staff feel safe. She was aware of difficult situations in other schools but advised the Governors that the SL have undertaken the difficult job of organising new ways of working over the last few months and have done it so effectively that they have protected the other staff and allowed the class teachers to focus on teaching the children.

8. St Matthew's Catch-up Premium Plan

The school has been allocated £48.7k from the DfE as the Catch-Up premium grant (£80 per pupil). This money is ring fenced and must be spent on activities that support vulnerable learners to catch up. The definition of vulnerable is flexible and can include Pupil Premium (PP) children or any child that the school feels is vulnerable and not able to make up the learning they have missed without extra support. These children were identified using the September 2020 assessments carried out by class teachers. This catch up programme will run alongside all of the other additional support that the school routinely puts in place, as outlined in class inclusion plans and individual education plans

for children with special educational needs, and in “barriers to learning” plans for pupil premium children.

Years 2-6 – National Tutoring programme (NTP) –thirty lessons of 30 minutes each focussing on Writing and Maths – mostly delivered to groups of 3 children or in a few cases individual children.

Year 1 -NTP with additional TA support. The school have identified that there is one class that has a significantly higher proportion of children needing support so a TA will be allocated for mornings to support Maths and Literacy lessons. In the afternoon the TA will deliver NTP programmes to pupils across Year 1.

The Nuffield Early Language Intervention Programme (NELI) will be used to support Reception age children. Children who will benefit from this programme are identified by app-based assessment of their oral skills.

The funding will also be used to release experienced TAs from PPA cover and they will deliver catch up intervention under the direction of the Inclusion Coordinator.

The plans have been drawn up to target primarily PP and SEND children and children who are currently being assessed for SEND but there will be other children identified who will benefit, particularly in the Year 1 class. The school is in the process of identifying exactly which staff will run the programmes. Whilst part time staff can be used, full time staff cannot deliver material after school. It is anticipated that there may be a shortage of suitable staff and there may need to be some work delayed until the summer programme. Setting up the programmes has been a difficult and complex task with different organisations running each element at different rates of pay. Fortunately, the school has identified a part time employee who can deliver the NELI programme in addition to their current duties

The school will need to report on the outcomes of this work and the impact on children. The school has put together a comprehensive list of the children being targeted so the impact of the work can be measured. The school has included some funding for planning time so that the tutors can work closely with the class teachers. In answer to a question the Head advised that whilst there have been few surprises in the children needing the catch up programme it has been noted that some children have slipped back further than others as a result of their home learning environment not being as effective.

9. Planning Link Governor Meetings

The Head advised that only essential visitors are allowed in school and wherever possible link governors assessments should be undertaken in an online meeting. AG advised that he has just completed the Literacy Link Governor Visit and has the SEND meeting booked for early December. New Link governors will be required for these areas when Angel resigns as a governor.

Other Link visits to be scheduled in the near future are as follows:

Maths – RM to contact Maths Curriculum head and arrange a meeting, ideally this term
Pupil Premium – NP to arrange online meeting this term with Curriculum Head
Character Education – NP to arrange an online meeting this term with the Head
ICT/Computing – JP to arrange online meeting this term with Curriculum Head
Early Years – JP to arrange online meeting this term with Curriculum Head

The Head advised Governors to contact the relevant members of staff but to be aware that they are very busy at the moment and some meetings may not be possible this term.

It was noted that there needs to be an election for 2 new Parent Governors shortly and that the newly elected governors may be able to take on unallocated Link Governor visits. It was agreed that ideally the governor undertaking the Maths and Literacy link visits should be members of TLOC.

A question was asked by AG as to whether a new governor had been appointed to take over the Literacy Link Visits. It was agreed that Richard Warwick would be asked. It was also noted that John Parkin is the Link Governor for ICT.

10. Dates of Future Meetings

Resources Committee online – 2nd December at 5.30pm

FGB online – Wednesday 9th December at 5.30pm

TLOC online – Wednesday 27th January at 5.30pm

11. A.O.B

There was no other business.

Approvals

The Committee unanimously elected John Parkin as Chair of the Teaching, Learning and Outcomes Committee

The Committee unanimously elected Neil Perry as Vice Chair of the Teaching, Learning and Outcomes Committee

The Committee unanimously approved the Terms of Reference for the Teaching, Learning and Outcomes Committee (with one correction to remove reference to the Salary Committee in 2.2)

Actions

- **Head to arrange for ICT Curriculum Lead to attend future TLOC meeting**