



**MINUTES OF A MEETING OF THE TEACHING AND LEARNING  
COMMITTEE OF ALDERLEY EDGE PRIMARY SCHOOL  
HELD VIA MS TEAMS ON 20<sup>TH</sup> OCTOBER 2020**

**Governors Present:** Claire Finch (CF) Chair  
Lindsey Walsh (LW) Head Teacher  
Esther Clark (EC)  
Wendy Davies (WD)  
Andrea Hogan (AH)  
Nick Hughes (NT)  
Sheila Keegan (SK)  
Mel Rose (MR)

**Also in attendance:** Diane Murdoch (Clerk) Clerk to the Governors  
Lyndsey Platt (LP) Observer

**PART ONE – NON-CONFIDENTIAL BUSINESS**

*The meeting opened at 5:15pm*

		<b>Actions</b>
<b>1</b>	<p><b><u>APOLOGIES &amp; ADDITIONAL AOB ITEMS</u></b></p> <p>All members of the committee were in attendance.</p> <p>There were no additional AOB items.</p>	
<b>2</b>	<p><b><u>CONFLICT OF INTEREST</u></b></p> <p>Governors were asked to declare any potential pecuniary interest or conflict of interests with the business to be discussed during the meeting: NH is a governor at Rushton Primary School and a teacher at Wilmslow High School. No conflict was expected with the business of the meeting.</p>	
<b>3</b>	<p><b><u>ELECTION OF CHAIR</u></b></p> <p>CF was nominated as Chair, accepted the nomination and was duly elected for a term of 1 year.</p>	
<b>4</b>	<p><b><u>PART ONE MINUTES AND MATTERS ARISING</u></b></p> <p>The Part One Minutes of the meeting held on 12<sup>th</sup> May 2020 were confirmed as a correct record and signed by the Chair. <b>Action: To scan signed minutes and upload to GVO.</b></p>	CF/Clerk
<b>5</b>	<p><b><u>MATTERS ARISING</u></b></p> <p>The action log was reviewed and updated:</p>	

	<p><u>Governor Development Plan</u> This has been completed pending the addition of actions due to Covid-19 and will then be included in the Strategic School Development Plan (SSDP). <b>Action: To include Covid-19 items in Governor Development Plan.</b></p> <p><u>Home School Agreement</u> This has been reviewed and updated to include provision for remote learning.</p> <p><u>Item 7 – Governor Training</u> The scheduled training for ‘Curriculum’ and ‘Teaching, Learning and Assessment’ was cancelled due to lockdown. Training for Exclusions and Complaints panels was unavailable due to lockdown. <b>Action: To check which governors need to complete Exclusions or Complaints training and when this will be provided by Cheshire East (CE).</b></p> <p><u>Item 17 – Link Governors</u> NH agreed to take on link governor role for Data and Pupil Premium. CF agreed to retain SEND link governor role and to assume MFL responsibility. SK agreed to assume link governor responsibility for RE.</p> <p>All other actions had either been completed or were carried forward.</p>	<p>CF</p> <p>CF/Clerk</p>
6	<p><b><u>DATA</u></b></p> <p>Governors noted that numerical targets for the 2020-21 end of school year and the 2022 SATs for the current Year 5 pupils have not been set due to the lack of data as a result of the school closure. This will be reviewed with the School Improvement Partner (SIP) at the next meeting.</p> <p>The target is for all pupils to be back on track and meeting expectations by the end of the 2020-21 academic year.</p> <p><b>Q: Is it reasonable to expect all pupils to catch up and meet targets?</b> A: Targets are set for maths, reading and writing. For all other subjects, pupils will be able to cover the missed summer curriculum and the curriculum for 2020-21. The national curriculum topics can be covered within this timescale. Staff have reviewed the topics which were missed due to the school closure and these items are being covered this term.</p> <p><b>Q: By spending time catching up on lost learning, are pupils having to miss out on other lessons?</b> A: Pupils are not losing lesson time to catch up as additional time can be found within the school day. Usually each class would have a day trip during the autumn term, but as this is not currently possible due to Covid-19 restrictions, classes are able to use this day to catch up on topics</p>	

	<p>instead. In addition, assemblies are currently only being held for 10 minutes on Mondays and Fridays which allows more teaching time.</p>	
7	<p><b><u>GOVERNOR LINK REPORTS</u></b></p> <p>Governors noted that link visits should continue either by phone, email or virtually.</p> <p>The Chair shared a proposed new Link Visit Report pro forma with governors via screen share. The new form includes:</p> <ul style="list-style-type: none"> <li>• A section to prompt governor review of any policies relevant to the visit.</li> <li>• A 'References' box to include items in the SSDP or Director's Report which may be applicable.</li> <li>• A section for questions to be put to the staff link prior to the visit to allow staff time to prepare resources/evidence.</li> <li>• A box for 'Learnings' from the visit (including references to the use of catch-up premium and pupil premium within the subject).</li> </ul> <p><b>Q: Is there room in the form to include a reference to evidence provided?</b></p> <p>A: An evidence box can be added. It is important that questions are submitted to staff in advance to allow them time to gather evidence.</p> <p>Governors noted the requirement to be mindful of not adding to staff workload.</p> <p>Governors approved the new link visit pro forma.</p> <p>Governors were advised that they should be familiar with the ALPS for the new curriculum intent statements. These have been included in the whole school curriculum document. Link governors should refer to the curriculum intent statement for their subject prior to visiting and during the visit should review how the curriculum intent statement is being met.</p> <p><b>Q: Are the ALPS and curriculum intent statements new?</b></p> <p>A: The curriculum was reviewed by staff during the summer. Staff took the aims of the school and fed them through into the curriculum statements to produce the ALPS:</p> <ul style="list-style-type: none"> <li>• <b>A</b>cademic excellence</li> <li>• <b>L</b>earning to learn</li> <li>• <b>P</b>ossibilities and risks</li> <li>• <b>S</b>ocial intelligence</li> </ul> <p>All subjects have action plans and the new visit form will prompt governors to review these prior to the visit.</p> <p><b>Action: To finalise the visit form and upload to GVO.</b></p>	CF

8	<p><b><u>COVID-19</u></b></p> <p>The full school re-opening has been safe and well-organised, and feedback from parents has been positive. Two Year groups have had to close, with one of these being closed on two separate occasions. Staff delivered online lessons to the closed classes and all staff have received training on the use of MS Teams to deliver remote learning. Remote lesson plans have been developed and are ready for immediate delivery should a class be closed.</p> <p>It is challenging to observe the new school routines, one-way systems and maintain updated lesson plans for remote learning, however staff are pleased to be back in school with pupils.</p> <p>The Recovery Curriculum has been developed and is included as an action plan in the SDP for each subject. All subject leaders identified gaps in learning and have made plans to address them. The curriculum has been modified to meet Covid-19 restrictions, for example, using glockenspiels in music instead of recorders.</p> <p><b>Action: Include a reference to the recovery curriculum in the visit form.</b></p> <p><b>Q: Are all pupils able to access to online learning?</b>  A: All pupils can access MS Teams via laptop, tablet or phone. The school has set up seven virtual classrooms and provided pupils with their own email accounts so they can access Outlook 365. MS Teams is being used in school to familiarise pupils with the functionality. Not all pupils have access to printers at home, however they are still able to access and participate in lessons and work online. Some local schools have contacted the school for assistance in setting up their own remote learning systems.</p> <p>The school has invested in workbooks for pupils in case of issues with access to the technology and has also applied for three free laptops from CE to be used by pupils to access online learning.</p> <p><b>Q: How are Pupil Premium and SEND pupils coping with online learning?</b>  A: Most EHCP pupils attended school throughout the closure. There is currently one pupil with an EHCP who is at home and receiving online lessons tailored to their needs. Individual lesson plans have been prepared for each child ready to be delivered in the case of a further lockdown or isolation.</p> <p><b>Q: Are pupils who receive 1:1 support from a Learning Support Assistant still receiving this support online?</b>  A: Yes, they are still able to access 1:1 support. It is challenging for pupils with high needs to access education via a screen.</p>	CF
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	<p>Governors conveyed their thanks and appreciation to all the staff for their hard work and commitment to providing lessons and support to all pupils during this challenging period.</p>	
<b>9</b>	<p><b><u>CATCH-UP PREMIUM</u></b></p> <p>A link to information regarding the Catch-Up Premium has been uploaded to the GVO for reference. Governors were advised that the school has received the first tranche in the sum of £4K. Staff are currently identifying how and where the funds should be targeted to best bridge any learning gaps. Consideration needs to be given to how any Catch-Up tutoring is delivered. Catch-up work should be completed outside of normal lessons which would mean pupils missing out on something else, such as PE or having to stay after school for tuition.</p> <p><b>Q: Does the school have a contingency to provide teaching cover in case of staff absence or a class having to repeatedly isolate?</b>  A: It would be ideal to employ a teacher to be on standby for a year and the school has considered this approach. There are tutoring agencies which will deliver online teaching however these are increasingly busy due to more pupils opting for home education. If a teacher is having to isolate at home, the school could have a teaching assistant (TA) in the classroom while the teacher teaches from home, however currently all the TA's are attached to individual pupils.</p>	
<b>10</b>	<p><b><u>PUPIL PREMIUM</u></b></p> <p>The review of the Pupil Premium spend for the 2019-20 academic year has been completed and made available on the school website. Planning is underway regarding the spend for 2020-21 and Pupil Voice is currently being completed with pupils.</p> <p><b>Q: Has there been an increase in Pupil Premium pupils as a result of Covid-19?</b>  A: One more pupil has joined the school.</p>	
<b>11</b>	<p><b><u>ATTENDANCE</u></b></p> <p>The school currently has 95.1% attendance. Governors noted that pupils who are isolating at home are counted as attending school.</p> <p><b>Q: Does the school see or have contact with the self-isolating pupils every day?</b>  A: Staff either see pupils during virtual lessons or contact them each day.</p> <p><b>Q: The School Attendance Policy contains a table showing the coding used for absences which indicates that a 'X' is placed against pupils who are absent due to Covid-19. Why is this?</b></p>	

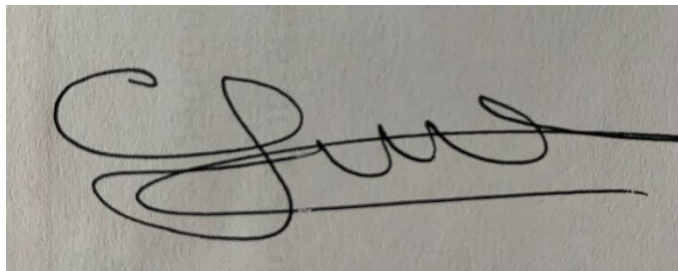
	<p>A: This is DfE coding requirements. The system recognises the 'X' as a Covid related absence and counts it as an attendance.</p> <p>The school requested an attendance visit from the CE attendance team to review registers and this has been completed. Governors noted that the school has opted to purchase an additional Register Support session halfway through the year to ensure that all registers are correct. The Department for Education (DfE) attendance form is completed daily.</p> <p>There are two pupils remaining at home due to anxiety regarding Covid-19. This is classed as unauthorised absence as their classes are open for them to attend. Staff phone the families regularly and are encouraging them to return.</p> <p><b>Q: Have national attendance targets been amended in response to Covid-19?</b></p> <p>A: There has been no guidance regarding this, so it is assumed they will remain the same.</p>	
12	<p><b><u>ASSESSMENT</u></b></p> <p>Due to the school closure, there is no data from the summer term 2020. In-school assessment data has started, using Classroom Monitor. Phonics screening will be completed in Year 2 after the October 2020 half-term break.</p> <p>The school is an Early Adopter school for the new EYFS curriculum.  <b>Action: To provide an overview of the new EYFS curriculum at the spring 2021 meeting.</b></p>	LP
13	<p><b><u>SAFEGUARDING</u></b></p> <p>Policies have been updated to include addendums relating to Covid-19 and updated information has been included in school newsletters. Staff have received and reviewed the updated Keeping Children Safe in Education (KCSiE) document and received annual safeguarding training.</p> <p>A member of staff will be undertaking Mental Health training to become the schools' Mental Health First Aider.</p>	
14	<p><b><u>GOVERNOR TRAINING</u></b></p> <p>Online training is now available via Modern Governor and CE. Details of courses have been uploaded to GVO. Governors were reminded of the requirement to read and acknowledge the updated KCSiE document.  <b>Action: To check all governors have acknowledged reading of KCSiE.</b></p>	Clerk

	<p>Governors noted that Prevent and Safeguarding training should be completed every three years.</p> <p><b>Action: To check governors have up to date Safeguarding/Prevent training.</b></p>	CF
15	<p><b><u>POLICIES</u></b></p> <p>The following policies had been reviewed and approved via the GVO prior to the meeting:</p> <ul style="list-style-type: none"> <li>• 02 – Community Cohesion</li> <li>• 16 – School Attendance</li> <li>• 19 – Uncollected Child</li> <li>• 30 – Music</li> <li>• 55 – Intimate Care</li> <li>• 91 – Use of Social Media</li> <li>• 105 – Leave and Time Off</li> </ul>	
16	<p><b><u>MAINTAINED SCHOOL IMPROVEMENT PARTNERSHIP (MSIP)</u></b></p> <p>Online courses are being offered and staff will register this week for English training.</p> <p><b>Q: Could a governor attend?</b> A: The training is aimed at teaching staff and is focused upon improving reading skills.</p>	
17	<p><b><u>DIRECTOR'S REPORT</u></b></p> <p><b>Letter</b> A Wellbeing in Education Coordinator will be appointed by CE to provide mental health support to pupils.</p> <p><b>Item 2 – NGA Update</b> Governors were reminded to complete the annual skills audit.</p> <p><b>Item 7 – Ofsted Autumn Plans</b> Ofsted visits during the autumn 2020 term will focus upon the managing of the full school re-opening. These visits are not inspections.</p> <p><b>Item 9 – Cheshire East Information Advice and Support Service (CEIAS)</b> Governors noted that there should be a link to CEIAS from the school SEND section on the website and within the SEND policy.</p>	
18	<p><b><u>GVO</u></b></p> <p>Governors agreed that GVO is useful and offers an effective and efficient way of reviewing and approving policies.</p>	

	<p>Governors were advised that the SSDIP and SEF have been uploaded to GVO for review. The sections for 'Context of School' and 'Quality of Education' are particularly relevant for this committee.</p> <p><b>Action: To read and comment upon SEF.</b></p>	All Governors
19	<p><b><u>NOTE ARRANGEMENTS FOR PRODUCTION OF MEETING PRECIS</u></b></p> <p>It was agreed that CF will prepare the draft precis of this meeting and forward to LW for approval and upload to school website.</p> <p><b>Action: To produce meeting precis.</b></p>	CF
20	<p><b><u>MEETINGS</u></b></p> <p>The next T&amp;L meeting will be held on Tuesday 9<sup>th</sup> February 2021 at 5.00pm.</p>	
21	<p><b><u>ANY OTHER BUSINESS</u></b></p> <p>There were no additional items of business.</p>	
22	<p><b><u>IMPACT STATEMENT</u></b></p> <p>Governors:</p> <ul style="list-style-type: none"> <li>• Considered the provision and use of the Catch-Up premium.</li> <li>• Challenged the school regarding the delivery of the Recovery Curriculum, bridging the gaps in pupils' learning and access to remote lessons.</li> <li>• Considered the new curriculum intent statements.</li> <li>• Reviewed pupil attendance.</li> <li>• Considered governor training requirements.</li> <li>• Reviewed link governor roles and approved a new visit report and procedure.</li> </ul>	

*The meeting moved to the Part 2 agenda at 6:38pm.*

Chair



Date .....10<sup>th</sup> February 2021

OFFICIAL