



**MINUTES OF A MEETING OF THE TEACHING AND LEARNING  
COMMITTEE OF ALDERLEY EDGE PRIMARY SCHOOL  
HELD VIA MS TEAMS ON 11<sup>TH</sup> MAY 2021**

<b>Governors Present:</b>	Claire Finch (CF) Lindsey Walsh (LW) Esther Clark (EC) Wendy Davies (WD) Andrea Hogan (AH) Nick Hughes (NT) Sheila Keegan (SK) Mel Rose (MR)	Chair Head Teacher   <i>(arrived at item 6)</i> <i>(arrived at item 6)</i>
<b>Also in attendance:</b>	Diane Murdoch (Clerk) Lyndsey Platt (LP)	Clerk to the Governors Observer <i>(arrived at item 5)</i>

**PART ONE – NON-CONFIDENTIAL BUSINESS**

*The meeting opened at 5:02pm*

		<b>Actions</b>
<b>1</b>	<p><b><u>APOLOGIES &amp; ADDITIONAL AOB ITEMS</u></b> All members of the committee were in attendance. There were no additional items of business.</p>	
<b>2</b>	<p><b><u>CONFLICT OF INTEREST</u></b> 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>PART ONE MINUTES</u></b> The Part One Minutes of the meeting held on 9<sup>th</sup> February 2021 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>4</b>	<p><b><u>MATTERS ARISING</u></b> The action log was reviewed and updated:</p> <p><b>Link visits for Sports &amp; Sports Premium, Geography &amp; Attendance</b> These would be completed prior to the May 2021 half-term break.</p> <p><b>SEF</b> Governors noted that the SEF forms the basis of the SSDIP (Strategic School Development and Inclusion Plan) and can be reviewed by Ofsted. The SEF would be updated for review in June/July 2021. <b>Action: To review the updated SEF via GVO.</b></p> <p>All other actions had either been completed or were carried forward.</p>	All G'nors
<b>5</b>	<p><b><u>HEADTEACHER</u></b> The remote learning plan had been updated and published on the school website. The quality and delivery of online learning had been well received and parental</p>	

feedback was positive. The school had continued to deliver a full curriculum to pupils with non-core subjects included in the remote learning provision. This was testament to the dedication of teachers who had delivered 'live' online lessons. Pupils had returned to school in a strong position academically. There were challenges with some younger pupils taking turns and waiting, and the school was working with pupils to address this.

A teacher workload survey had been completed. Workload had increased during the school closure due to the challenges of designing lessons which could be delivered both online and in the classroom. The school remained ready to move to remote learning if required in future.

**Q: Are the remote lessons recorded and could recordings be used in future?**

A: Recordings are only retained for 20 days. Remote lessons were not pre-recorded but were taught 'live' to enable pupils to interact with their teacher and classmates.

The school had updated the Vulnerable Pupils and At-Risk Register. New pupils had been added to the Vulnerable Pupils list.

*LP joined the meeting.*

The Catch Up Premium plan had been published on the school website before Christmas 2020. It had been reviewed and updated to reflect the school's holistic approach to Catch Up. A large proportion of the Catch Up funding had been used to purchase Speech and Language Therapy (SALT) for the benefit of pupils.

**Q: What has been purchased in terms of SALT provision?**

A: The NHS had a 52 week waiting list to access SALT so the school had purchased the support of a private SALT company, Speech Leap who were attending school, assessing pupils, and putting programmes in place for them. They also provided training for staff to enable them to better support pupils.

**Q: Is the SALT provision focussed on Reception or vulnerable pupils?**

A: Any pupil in the school who was felt to be in need of some support was being assessed. Some of these pupils may not meet the NHS threshold for support but by purchasing private SALT the school was able to put programmes in place for them.

The SSDIP had been reviewed and outstanding actions highlighted. Outstanding items predominantly concerned subject leadership. Teachers had completed the mid-year reviews of action and recovery plans for their subject areas. During the summer term 2021 there would be a focus upon teachers picking up the subject leadership mantle and driving forward action plans. The SIP was currently holding 1:1 subject leadership meetings with teachers to provide support and challenge.

**Q: Did teachers find these meetings beneficial?**

A: Feedback was positive. Teachers had completed gap analysis of their subjects prior to the meetings and the SIP had provided useful feedback.

	<p><b>Governor Comment:</b> From a governance point of view it was helpful to know that the SIP had provided this level of support to staff.</p> <p>The school had completed a 360° review of assessment and was investigating alternatives to Classroom Monitor as this had become very complicated and was not user friendly. An alternative had been found which was easy for staff to input data and extract useful and informative reports. Classroom Monitor however, was the only tool which allowed parental access.</p> <p><b>Q: Do parents like having access to the assessment data?</b> A: Some parents like to be able to see their child's progress on a graph whilst others did not use it.</p> <p>LP had attended a Local Authority run course on the Early Years curriculum. Governors were advised that Ofsted would no longer focus upon learning journeys and data in Early Years.</p> <p><b>Q: What will Ofsted look at?</b> A: They will focus upon the curriculum offering and will want to know that pupils have made progress.</p> <p><b>Q: Surely learning journeys can be used to evidence progress. Are schools being actively encouraged to stop using them?</b> A: Schools are being advised that they are not required and asked to consider why they are used. The reasons learning journeys are recorded are for parents and moderation. They do not benefit pupils. Teachers know how pupils are progressing. The school has its own tracker to provide an overview and evidence for the school.</p> <p>Governors were advised that the government now recommended the use of a prescriptive programme which linked reading schemes to phonics schemes. The school already used one of the DfE recommended phonics programmes and had invested in the Read Write Inc reading scheme to link to the existing phonics curriculum.</p> <p><b>Governor Comment:</b> It was very positive to see the school investing in reading skills and purchasing new reading books for the benefit of pupils.</p>	
6	<p><b><u>GOVERNOR LINK REPORTS</u></b></p> <p>CF had completed link visits for Safeguarding, Design &amp; Technology and Assessment and provided the following reports:</p> <p><b>Safeguarding</b> Staff continued to undertake training including PPE and Positive Handling training. One member of staff had trained as a Mental Health First Aider. Staff had benefitted from the school subscribing to the Wellbeing for Educators provision from BUPA. LW circulated the LA 'one-minute guides' to keep staff up-to-date.</p> <p><b>Q: Is the Mental Health First Aider for pupils or staff?</b> A: For all staff and pupils.</p>	

<p>The new PHSE curriculum had been implemented from September 2020 and included First Aid. Drug awareness would be delivered to pupils this summer term 2021.</p> <p>Risk Assessment for pupils with aggressive outbursts had been completed.</p> <p>Two Pupil Voice surveys had been undertaken and results were positive and would be uploaded to GVO for information.  <b>Action: To upload results of Pupil Voice surveys to GVO.</b></p> <p>'My Concern' was used effectively by staff. The Single Central Record (SCR) was up to date.</p> <p><b>Q: What is the SCR?</b>  A: When a school employs a new member of staff, they need to check their DBS and associated documents. This information is stored electronically on the SCR and is checked by the Safeguarding governor.</p> <p><i>NH joined the meeting.</i></p> <p><b>Design &amp; Technology</b>  The school had delivered four Design &amp; Technology days in Textiles, Food Technology, Structures and Mechanics. Staff received training on Mechanisms which had cross-curricular links to science and maths. The school had continued to deliver Design &amp; Technology during lockdown as part of a broad and balanced curriculum.</p> <p><b>Assessment</b>  The 360° review had been considered and alternatives to Classroom Monitor discussed.</p> <p>It had been confirmed that the school would received the Science Quality Mark.</p> <p><b>Q: How can governors reward the teacher for achieving this?</b>  A: When it has been formally announced it would be nice to send her a special thank you for all her hard work.</p>	<p>LW</p>
<p><b>Action: To send a thank you letter for achieving the Science Quality Mark.</b></p> <p>SK had completed an EYFS link visit and the report would be uploaded to GVO.  <b>Action: To upload EYFS link visit report to GVO.</b></p>	<p>WD</p> <p>SK</p>
<p><i>AH joined the meeting.</i></p> <p><b>Governor Comment:</b> Some schools appoint a link governor for a class and then they follow that class throughout their time at the school. This would make the governors more visible to parents and pupils.</p> <p>Governors agreed that this could be considered by the Strategic Review committee as it may be necessary to restructure how the governing board operates in order to implement this link governor model. Consideration would need to be given to governor capacity.  <b>Action: To consider having link governors for classes at Strategic Review in autumn 2021. Clerk to place on agenda.</b></p>	<p>Strategic Review C'ttee/Clerk</p>

7	<p><b><u>PUPIL PREMIUM</u></b> Pupil Premium (PP) plans had been reviewed and updated. Staff had provided feedback on the impact of the PP support. Governors noted the new government requirements regarding the reporting of PP. Schools were now required to use research to inform their practice and there was a new reporting template. The school already used research-based PP strategies and provided 1:1 support for pupils.</p>	
8	<p><b><u>ATTENDANCE</u></b> Attendance was currently between 96 – 97%. Five pupils had joined the school during the past week, three of whom who had previously been Home Educated.</p>	
9	<p><b><u>SAFEGUARDING</u></b> This was reviewed at Item 6.</p>	
10	<p><b><u>GOVERNOR TRAINING</u></b> During spring term 2021 the committee had undertaken the following training:</p> <ul style="list-style-type: none"> <li>• Complaints – EC, WD, AH</li> <li>• Exclusions – EC</li> <li>• Governor’s role in preventing and tackling bullying – AH</li> <li>• Effective use of school visits by governors – SK</li> </ul> <p>PowerPoints and supporting information from the courses attended had been uploaded to GVO for information.</p>	
11	<p><b><u>POLICIES</u></b> The following policies had been reviewed and approved by governors via GVO:</p> <ul style="list-style-type: none"> <li>• 4 – Handwriting</li> <li>• 19 – Uncollected Children</li> <li>• 28 – Assessment, Recording &amp; Reporting</li> <li>• 33 – Library</li> <li>• 39 – Pupil Long Term Absence</li> <li>• 56 – Policy for Teaching and Learning including L2L</li> </ul> <p>Policy No 76 – Exclusions had been reviewed via GVO. Governors were advised that the school was currently reviewing the Behaviour Policy. It was agreed that the Exclusions policy should be reviewed once the Behaviour Policy had been updated.</p> <p><b>Action: To review the Behaviour Policy</b> <b>Action: To review and update Exclusions Policy in line with Behaviour Policy.</b></p>	<p>EC/LP All G'nors</p>
12	<p><b><u>MAINTAINED SCHOOL IMPROVEMENT PARTNERSHIP (MSIP)</u></b> This would be reviewed at the next Strategic Review meeting.</p>	
13	<p><b><u>DIRECTOR’S REPORT</u></b> The summer term 2021 Director’s Report had been circulated to governors via GVO prior to the meeting. Governors noted the following:</p> <p><b>Item 2.3 - Staff and Pupil Wellbeing</b> <b>Q: Have staff and pupil wellbeing surveys been completed recently?</b></p>	

	<p>A: A staff wellbeing survey has just been completed and responses are being collated for analysis.</p> <p><b>Item 3.4 – Early Career Framework for Teachers (ECF)</b>          From September 2021 there would be a two-year programme for Early Career Teachers (ECT) which would require them to have additional PPA time. Under the new framework their mentor and tutor must now be different members of staff. Schools would receive some funding for training ECT.</p>	
14	<p><b><u>GVO</u></b>          GVO continued to be used effectively by governors to share documents and information.</p>	
15	<p><b><u>NOTE ARRANGEMENTS FOR PRODUCTION OF MEETING PRECIS</u></b>          It was agreed that CF will prepare the draft precis of this meeting and forward to LW for approval and upload to school website.  <b>Action: To produce meeting precis.</b></p>	CF
16	<p><b><u>MEETINGS</u></b>          The T&amp;L meetings for 2021-22 will be held on:</p> <ul style="list-style-type: none"> <li>• Tuesday 19<sup>th</sup> October 2021 at 5.00pm</li> <li>• Tuesday 1<sup>st</sup> February 2021 at 5.00pm</li> <li>• Tuesday 10<sup>th</sup> May 2021 at 5.00pm.</li> </ul>	
17	<p><b><u>ANY OTHER BUSINESS</u></b>          There were no additional items of business.</p>	
18	<p><b><u>IMPACT STATEMENT</u></b>          Governors:</p> <ul style="list-style-type: none"> <li>• Reviewed the use of the Catch-Up Premium and provision of SALT.</li> <li>• Considered Ofsted requirements for evidencing pupil progress at EYFS.</li> <li>• Received updated reports from link governors.</li> <li>• Considered the process for the review and update of the Behaviour and Exclusions policies</li> <li>• Reviewed safeguarding and the new requirements for pupil premium reporting.</li> </ul>	

*The meeting moved to the Part 2 agenda at 6:37pm.*

Chair .....

Date .....