



**Teaching Learning and Community Committee held on
Monday 29 January 2018 at 4.30pm**

Present

Rosemary Jones	Chair	Vice Chair of Governors
Boo Edleston		Head Teacher
Julie Angus		Co-opted Governor
Kay Morrell		Staff Governor
Jo Hillman		Parent Governor

Ruth Hadfield	Deputy Headteacher
Lorna Jones	Minute Taker

Lisa Lacy	Lead for Literacy
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RJ welcomed KM, staff Governor, to their first meeting.

RJ welcomed LL to the meeting and asked that LL start the meeting with their presentation (agenda item 9)

1. **Apologies** . Keeley Shand
2. **Minutes of the last meeting held on 27 November 2017**

3. Matters Arising

SEN review . the LA have a new Code of Practice for SEN and have a launch planned for March 2018. The Directors Briefing to Governors included a presentation of the process, which involved teachers, parents, agencies etc, to ensure that the SEN is much easier to understand and stops duplication of forms. LW will be training staff on the new Code of Practice. BE stated that the code of practice is really useful and gives next steps and helpful advice.

PP+ and FSM . RJ asked if there had been any progress in getting parents who are struggling to register for free school meals, especially for KS1 children. BE replied that no response so far, despite being put on the Newsletter, website etc. It was stated that Brine Leas High School have a paragraph on their school trip forms saying if parents need help with uniforms, school trips etc to get in touch with the school. It was suggested that Pear Tree Primary School could do the same.

Pear Tree Primary School Good Citizen Award

This was aimed at Year 5 for two hours voluntary work within the community. A Governor stated that a parent had complained about the award scheme as they expected their child to do voluntary work without any reward.

4. **Safeguarding**

The Safeguarding committee meeting on 15 January 2018 to re-view the E-Safety policy was changed to 09 February 2018. Bo informed the committee that, as there would be changes to the policy when GDPR comes into force in May 2018, the policy would remain in force until May 2018 when it would be reviewed to incorporate the GDPR changes. The current policy was felt to still be fit for purpose.

BE stated that the LA would provide guidance on GDPR and that a number of school policies would need to be changed in May 2018.

Brine Leas school are coming into school to do a GDPR compliance audit on Wednesday 31 January 2018.

DH, GDPR officer for the school, was attending tomorrow (30 January 2018). It was felt that a GDPR log was needed to evidence all the changes and actions.

Action

The safeguarding committee to be held on 09 February 2018 to be deferred until after the GDPR comes into force in May 2018

To carry on with the existing E-Safety Policy until the safeguarding committee can meet after May 2018

DH to log all GDPR actions

Safeguarding Report to Full Governing Board

RJ informed the committee that each year for the Spring meeting of the Full Governing Board they produce a safeguarding report. RJ circulated the draft report to the committee. Attached to the report was the CPOMS activity for September 2016 to September 2017. BE explained that the many incidents recorded covered more than one category. Discussion took place over the figures and categories.

6. **Special Needs Report**

BE stated that the percentage of children with SEN has risen from 11% to 12% as additional children have been added.

7. **Pupil Premium Report**

Covered in Agenda item 6.

8. **PIPs Update**

BE circulated the latest financial position for the first full quarter of the year. The profit was more than expected. The resources are fantastic, thanks to the parents who have given plenty of resources to the club. The number of children attending the sessions has risen and the staff are very good and enthusiastic. All staff who

are involved with the catering have a basic hygiene certificate and use the school kitchen.

An advert had gone out for a play worker, due to a staff member leaving, and five applications had been received and, from the applications, Pips now have five bank staff to call upon when needed.

The manager and deputy manager also work in the school until break time in the morning. The profit from PiPs has enabled this to happen.

9. Quality of Learning/Curriculum/Standards of Teaching, Learning Outcomes

LL circulated their report on Teaching and Learning in English to the committee.

Focus on **spelling** across the school:

- Training for all staff with Ruth Robson (Literacy consultant) on the teaching of phonics and spelling.
- As a team, all staff agreed on a whole-school approach to phonics and spelling. EYFS/KS1 have daily phonics sessions each day. KS2 have 3 spelling sessions each week. Following an agreed spelling scheme, new spelling pattern/rule is taught at the start of the week - follow-up session with games and strategies then children are tested.
- Following the training, L Lacy observed phonics and spellings being taught in each class.
- A new spelling intervention . Morphographsq. is being trialled in Y5. It was recommended by Educational Psychologist and SENCO Lesley Wrenshall. Based on knowledge of word meanings.
- IDL spelling programme has also been introduced in KS2, which is an individual spelling programme that children access on an iPad. Currently, children in KS2 are using it for 10 minutes each day.

Writing:

- Monitoring of books identified the need for children to develop more stamina for writing and for skills in narrative writing to be further developed.
- We also identified the need for children to take more pride in the presentation of their work and to write for pleasureq
- In order to enable children to develop a fluent handwriting style and to improve stamina, we have introduced continuous cursiveqhandwriting from Y1 upwards. The motor memory in a pupil's hands and fingers help him/her to learn new spellings as each word is made up of one movement.
- We have subscribed to an online teaching resource called Literacy Shed Plusq Writing resources are based on short films and animations.
- We have invested in quality class texts for each year group. These are used as a starting point for the teaching of writing. This also includes the teaching of SPaG.

- From Y2 upwards, we have introduced Alan Peat sentence types in order to improve quality of writing. Each sentence structure has a name, eg 2A sentenceq De:deq sentence. LL did staff training on this with KS2 in September. We have booked our September INSET day with Alan Peat so that we can further develop these ideas next year.
- We have also introduced CUPS and ARMSq in KS2 (and will be introducing it in Y1&2 at a later stage) to develop editing and redrafting skills.
- In order to celebrate writing and reward progress, we have begun Pear Tree Star Writersq This is a monthly celebration in Friday assembly where each class teacher chooses a piece of work that deserves special celebration. Children receive a certificate and work is displayed in the hall.

More celebrations:

- Reading Recovery with Mrs E is having a hugely positive impact on many children in KS1.
- Reading Ambassadors has encouraged reading for pleasure across the school and has particularly engaged some of our more reluctant boys to read more.

Looking forward:

- We will continue to implement and develop all of these strategies across the school.
- LL and SLT will continue to monitor SPaG and writing in order to identify further areas for development.
- World Book Day in March . main focus on reading for pleasure as well as using texts to inspire writing.

Q. Do the children have spelling tests?

A. Yes, just been brought in this year

Q. What do you do if children have difficulty in handwriting?

A. Introduce through handwriting sessions and it will hopefully come naturally when ready

Q. What sort of pens do you use? Are they refillable?

A. Ordinary handwriting pens at present and buy special pens with ink. Ink hand writing pens the children didn't like them. Mostly use gel pens which are half and half. The pens are just biro pens and not refillable.

Q. Phonics . not every child is happy with phonics?

A. There are other strategies used, not every child uses phonics. In KS2, Years 5 and 6 have refresher in phonics.

Q. Spelling and Writing so important if can't write down. What happens if children can't hear sounds correctly?

A. There a number of reasons why children cannot hear sounds ie dialect, get the v, th and

f sounds mixed up. Children have assessment before and after. There are an increasing number of children with poor concentration and listening skills, conversations and oral literacy skills. Lessons plans are available from Literacy Shed Plus, the teachers add their own bits to them and link in with spelling and writing.

Q. It's difficult to advise children on books they could read at home.

A. The school have Reading Ambassadors to help children choose books. It's difficult finding books for KS1 children to read but it's fine to have picture books. LL stated that there are reading lists for the whole school.

Q. What does SPaG stand for?

A. Spelling, Punctuation and Grammar.

Q. What do CUPS and ARMS stand for?

A. CUPS is Capital Letters, Understanding, Punctuation and Spelling
ARMS is Add, Remove, Move and Swop.

Q. Can the children remove and add in exams eg Sats?

A. Yes they can and does count for marks if redraft work is shown. The children are encouraged to do this in Maths and topic books.

Q. Does the school still do Reading Recovery?

A. Yes there are three children in KS1 and 1 child in KS2.

Q. Do teachers wait until the end of the year for assessment?

A. There is a termly assessment.

LL had brought along samples of the children's work, before and after, in continuous handwriting to show how progress had been made, and a poem that shows the use of narrative writing.

BE informed the committee that last week RH was appointed a LA Moderator for writing, this is a huge achievement and very important to the school in terms of knowledge and expertise. 25% of LA schools will be moderated this academic year. LA pick six children at random when go into school. Pear Tree Primary School was moderated last year. There are nine different judgements in the moderation process.

RJ thanked LL very much for a very interesting report and really hopeful for the outcome across the school.

10. Policies

Two policies had been circulated with the agenda.

Positive Handling Policy was a new written policy.

Policy on Family Holidays during Term Time . the only changes made to the front sheet as everything else remain the same

Action

The Teaching, Learning and Community Committee approve the policies as stated

11. Ofsted / DfE, LA Updates

BE stated that the DfE had introduced times table tests for Year 4 pupils.

11. Any Other Business

There was no any other business

13. Date and Time of the Next Meeting

Monday 26 March 2018 at 4.30pm

Dates for the rest of the academic year – Monday's at 4.30pm

14 May 2018

09 July 2018

Next meeting on 26 March 2018:

Invite Chris Skyes; lead on Science, to give an update on Science