

Minutes of Teaching and Learning Committee

29th April 2015

Present: Katharine Hutchinson, Roger Mann, Shelley Lockwood (Co-chair), Kirsten Branigan (Co-chair), Colleen Lehane, Rolf Purvis (Deputy Head), Lucy Lewis, Lucy Scott (Head), Lloyd Brown (Deputy Head), Jo Burroughes, Donna Young, Lynsey Rooker (SENCO), Heather Ellison (Reading Manager),

Meeting was quorate with 8 Governors out of 11 present (quorum is a minimum of 4 Governors)

Apologies: Andrew Kennedy, David Carter, Ayesha Tahir, Simon Peyton-Jones and Steve Erickson

In attendance: Clerk

Welcome: The Chairs extended a welcome to everyone

1. **Declaration of Pecuniary Interests:** None were declared.
2. **Register of Business Interests:** None were declared
3. **Library Update:** Heather Ellison gave a presentation on Reading at Chesterton and plans for the future. There are many interesting and exciting events that have been happening in the Library this year including after school book clubs, e-book club, "Readathon", World Book Night and Film weeks, to name a few. The books are individually researched and chosen for the library and the displays are constantly updated with new ideas. There are dedicated reading lunchtimes when only hard copy books are read and holiday reading boxes for staff. The students generally respect the library space and the staff are very welcoming which creates a good atmosphere.
Year 7 English lessons have been held in the library this year as well as a Year 8 low ability group. Silent reading is now held on a Monday morning during tutor time and questionnaires have shown a very positive feed-back. There is also a stationary basket in the library where students can purchase pencils, rulers etc at a very reasonable price and this has proved very popular.
Next year there is an exciting new plan for book lists with a rewards scheme and plans for a House book competition. Fact boxes are being put together for departments and a book club for keener readers. There is a possibility for a book club for the elderly and lonely and more authors will be visiting. The Chairs thanked Heather for her very comprehensive and interesting presentation and the work she has done for reading and the Library at Chesterton.
4. **Minutes of the last meeting (28/01/2015):** These were agreed by all Governors and signed by the Chair as a true record.
5. **Matters Arising:**
All actions had been completed.
6. **Setting Spotlight: Yr7 Setting Spotlight Summary-Rolf Purvis**
The spotlight focussed on Yr 7 as this was the first year setting had been introduced in all subject in this year group. We looked at each of the four sets; A*/A, A*/B, A-C and C. These were some of the main observations:
A*/A and A*/B sets
High level thinking obviously fostered e.g. English lesson: students encouraged to come up with 'I'd like to know.....' because of pace of lessons there is time in individual lessons and Schemes of Learning to address what students would like to know e.g. year 7 Shakespeare lesson - one student wanted to know 'research suggests Shakespeare never travelled so why did he set his stories in places such as Verona etc?'

Students used as co-teachers e.g. French lesson: students with a particular strength in the area being covered circulated to help move others on.

Deep, authentic conversations naturally occurring between students and between students and teachers.

Mostly independent work.

Students: "We have to work hard to keep up" "I'm in this set for Maths but A*/B for other subjects, this group is much more clever" "Everyone is competitive" "it is different from primary school (how?) it feels like I am really learning"

Class sizes average 30-32

Productive atmosphere, students focused and on task.

Mix of independent and teacher led tasks.

Authentic dialogue between students, less authentic between student and teachers.

Student: "For some subjects I'm in A*/A for some I'm in A*/B....I can't really tell the difference" "I feel relaxed in this group....I don't need to be embarrassed about answering a question".

Class size average 27-30

A-C and C sets

A number of A/C lessons were observed and it was apparent that teachers had adapted both the style and content successfully to engage students. Relationships with the students were especially good in Y7 groups where there was almost a "primary" feel in the relationship with the teacher, but with secondary level content being covered. Clearly the regular half-termly meetings amongst the A/C teachers to discuss student progress and teaching approaches are having an impact, as shared approaches to pedagogy were evident and students were finding this helpful. Still more could be done to personalise the curriculum with even greater linkage between subjects and when/how content is taught. Data had been used effectively to establish the A/C groups but this still could be refined further, by groups being made even smaller and with a greater focus on gender balance as students' progress through KS3.

Next steps

The AC group progress this year will be built upon by developing the notion that they will make best progress over 5 years if they are able to study slightly fewer subjects, but in more depth, in more time and with more consolidation than this year. They will still study a broad curriculum. These students will be given a more rounded school experience than the evidence suggests they receive currently. This will include out of school activities, more personal pastoral care, opportunities to learn a musical instrument, and time to debate, reflect and discuss their journey through life and school.

Following a full discussion of how these sets were working in practice, it was agreed that there would need to be careful consideration of the transition to Year 8, especially for those in the A-C and C sets.

- 7. Special Educational Needs and Disabilities (SEND) Policy** Lynsey Rooker (SENCo) presented the College's new SEND Policy, drafted in response to the recent legislation (Children and Families Act 2014) and the revised SEND Code of Practice 0-25 (2014). Lynsey explained that this policy, together with the SEND Information on the website and our school census and Equality data, constitutes the School's Offer which is part of the LA's Local Offer of services to families. Lynsey explained the key changes such as the transition from Statements of Special Educational Need to Education, Health and Care Plans which can run from birth to 25 years and which are drawn up in consultation with students and their parents, the move from categorising students as being at School Action (SA) or School Action Plus (SA+) to moving to one category of 'with SEN Support' with named primary and secondary needs and the move from supported hours to a sum of money to achieve individual outcomes, as well as the provision for personal budgets. In addition, the four main categories of areas of need in the new Code of Practice are communication and interaction, cognition

and learning, sensory and/or physical needs and social, mental and emotional health. This last category replaces behaviour, emotional and social development (BESD). The new model for response in school to needs is 'Assess, plan, do, review' with the student and parents participating at each stage. It was noted that this policy is linked with the Accessibility Plan and Policy for supporting students at school with medical conditions, both of which are currently works in progress.

Action: SEND Policy progresses to FGB

Mark Little (Accessibility Plan)

Lucy Scott and Lynsey Rooker (Medical Conditions)

8. Any Other Business: There was none.

The meeting closed at 5.05pm

Date of next meeting: 1st July 2015