



**MINUTES OF A MEETING OF THE TEACHING AND LEARNING  
COMMITTEE OF ALDERLEY EDGE PRIMARY SCHOOL  
HELD VIA MS TEAMS ON 9<sup>TH</sup> FEBRUARY 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) Tom Williams (TW)	Chair Head Teacher    <i>(arrived at item 3)</i> <i>(arrived at item 4)</i>
<b>Also in attendance:</b>	Diane Murdoch (Clerk) Lyndsey Platt (LP)	Clerk to the Governors Observer

**PART ONE – NON-CONFIDENTIAL BUSINESS**

*The meeting opened at 5:03pm*

		<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><b>AOB:</b> Governors agreed to review SEND after item 4 on the Part 1 agenda.</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>PART ONE MINUTES</u></b></p> <p>The Part One Minutes of the meeting held on 20<sup>th</sup> October 2020 were confirmed as a correct record and signed by the Chair.</p> <p><b>Action: To scan signed minutes and upload to GVO.</b></p> <p><i>NH joined the meeting.</i></p>	CF/Clerk
<b>4</b>	<p><b><u>MATTERS ARISING</u></b></p> <p>The action log was reviewed and updated:</p>	

	<p><u>School Development Plan (SDP)</u> Governors were advised that the SDP had been updated to include items on Remote Learning and the Covid-19 Catch Up Premium. <b>Action: To review the updated SDP via GVO.</b></p> <p>All other actions had either been completed or were carried forward.</p> <p><i>SK joined the meeting.</i></p> <p><b>SEND Update</b> The SEND link governor had held a virtual link visit with the school SENDCO on 18<sup>th</sup> November 2020. Governors were advised that there was currently a 50-week waiting list for Speech and Language Therapy (SALT) and this could have a detrimental effect on future learning. Some of the Catch-Up Premium had been allocated to address the gap in SALT provision and the school had purchased the services of 'Speech Leap' (an independent SALT company) for Reception and KS1 pupils.</p> <p><b>Q: Can 'Speech Leap' be provided remotely?</b> A: The provision had started last week, and some pupils were accessing it whilst in school, others accessing it remotely and some were receiving home visits.</p> <p>Staff were being signposted to SEND training and all had been proactive in seeking out and attending training.</p> <p>All EHCP pupils were in school with the exception of one pupil who was receiving bespoke curriculum provision at home.</p> <p>Dyslexia support was on hold until all pupils had returned to school when Year 6 would be prioritised in readiness for transition to high school. A meeting would be held with the high school this week regarding transition. The school had submitted an EHCP plan for a Year 6 pupil.</p> <p>Governors noted that the school continued to work hard to meet the needs of pupils and thanked the SENDCO for her hard work.</p>	All G'nors
5	<p><b><u>EYFS CURRICULUM</u></b></p> <p>LP gave a presentation to governors on the new Early Years Foundation Stage Statutory Framework (EYFS). The school was an early adopter of the new framework which would become statutory in September 2021.</p> <p>Governors noted that under the new framework the Early Learning Goals (ELGs) for Reception pupils had been revised. The 'exceeded' criteria for Reception had been removed. At the end of the Reception year, pupils would be assessed as 'ready' or 'not ready' for Year 1.</p> <p><b>Q: What would happen to pupils assessed as 'not ready' for Year 1?</b></p>	

	<p>A: There were 17 areas of learning under the new EYFS and 12 out of the 17 must be met in order for a pupil to have 'a good level of development'. The school would assess in which aspect(s) pupils were 'not ready' and provide additional support.</p> <p><b>Q: When considering pupil progress, is the pupil's month of birth taken into account?</b></p> <p>A: Yes, it is considered, but this is child specific. Some summer born pupils are not affected.</p> <p><b>Q: From a data point of view, if a pupil is judged as 'ready' or 'not ready', does this have a knock-on effect on expectations throughout the school?</b></p> <p>A: The data is not published and is used in school only.</p> <p>The expectations under the previous EYFS framework had now been pushed down to pre-school pupils. Currently pre-schools were still providing the previous EYFS curriculum which would result in the current pre-school cohort missing out on the 3-4 year old part of the new curriculum.</p> <p><b>Q: Would this be an issue for pupils who don't attend a pre-school?</b></p> <p>A: This has always been an issue for pupils who don't access a pre-school and the school has strategies in place to address this.</p>	
6	<p><b><u>GOVERNOR LINK REPORTS</u></b></p> <p>The following link visits had been completed and reports were available on GVO:</p> <p><u>Science</u> The school had started working towards the Science Quality Mark in 2018 and it was expected that this would be achieved. Staff had worked very hard and science was a high priority in the school.</p> <p><u>Music</u> Specialist music teachers continued to attend school and pupils enjoyed the lessons which included movement and wellbeing. It was felt that the new music curriculum needed time to embed to assess its impact.</p> <p><b>Governor Comment:</b> The music curriculum should be retained as it was encouraging pupils to engage with the world around them.</p> <p>Link visits had taken place for Design &amp; Technology and Modern Foreign Languages in November 2020 and reports would be uploaded to GVO for review.</p> <p><b>Action: To upload link visit reports to GVO for comment by governors.</b></p>	CF/All G'nors

	Governors noted that all subjects had been reviewed in light of the impact of Covid-19 and the school's risk assessment.	
7	<p><b><u>COVID-19</u></b></p> <p><u>Wellbeing</u> There had been heightened anxiety due to the changing Covid-19 situation which was challenging and stressful for staff. Covid-19 restrictions meant that teaching was isolating at the moment and staff were not able to mix and socialise. Staff were trying to keep school as normal as possible for pupils and had organised Covid-friendly nativities at Christmas 2020. Pupils were all happy to be in school and staff had adapted well to the challenge of delivering online lessons.</p> <p><b>Q: Will staff be able to have a break at half-term?</b> A: Some planning would be completed and the school was involved in track and trace, so some staff would need to be available.</p> <p><u>Remote Learning</u> A remote learning audit had been completed, an action plan created, and the remote learning provision updated. The school had joined the Edtech Support Network.</p> <p>The quality and delivery of the provision had been well-received and parental feedback was positive. All pupils (in school and at home) had a structured day with a balance of live lessons and independent learning. The school was continuing to deliver the core curriculum, PHSE and foundation subjects. Assemblies continued to be held. All live sessions were recorded so pupils could access them later if required.</p> <p>A few members of the public had donated laptops, which the school had wiped ready for pupil use. The school had access Vodafone's free data sims for pupil use.</p> <p>The HT had attended remote teaching training from the DfE which had talked about the importance of small group sessions with pupils. After the February 2021 half-term, staff would start delivering guided reading sessions to small groups of pupils.</p> <p><b>Q: Has the school been overwhelmed by demand for keyworker places?</b> A: Approximately 30-35% of pupils are on site and half of these are keyworker children. The risk assessment refers to a maximum of 10-12 pupils per classroom and the school has tried to keep to this, although there would be space to accommodate more pupils if necessary.</p> <p><b>Governor Comment:</b> The school has provided excellent online learning which has been balanced and well-structured.</p>	

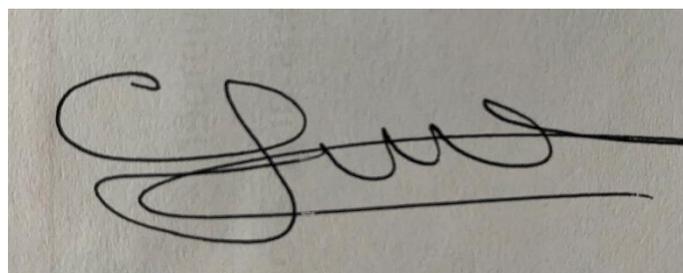
	<p>Governors noted that teachers were able to see that pupils were making progress during remote learning. It was anticipated that there would be some catch-up required in foundation subjects. Assessments in maths and writing were being undertaken prior to half-term.</p> <p>It was confirmed that the details of the remote learning provision had been published on the school website by 25<sup>th</sup> January 2021.</p> <p>Governors thanked all members of the school staff for their continued hard work during Covid-19. This had been a brilliant team effort.</p>	
<b>8</b>	<p><b><u>PUPIL PREMIUM</u></b></p> <p>All Pupil Premium pupils were currently in school and engaged with the curriculum.</p>	
<b>9</b>	<p><b><u>ATTENDANCE</u></b></p> <p>The school was currently at 99% attendance. This figure included absences due to Covid-19. Governors were advised that an absence would be counted if a pupil was expected to attend online or in school but did not turn up. Attendance was very high for online learning with only one or two pupils regularly not logging on. The school was trying to encourage these pupils to come into school.</p> <p><b>Q: Does the school contact pupils who don't attend school?</b>  A: The office staff contact those who are expected to be in school and don't attend. Teachers contact pupils who don't log on to remote learning.</p> <p>The school had bought back additional mentoring and coaching from the LA attendance team which had been useful.</p>	
<b>10</b>	<p><b><u>SAFEGUARDING</u></b></p> <p>A Safeguarding link visit had been completed virtually in November 2020. The school used 'My Concern' to log issues and this was an effective tool. The Single Central Register (SCR) was due to be checked.  <b>Action: To review the SCR.</b></p> <p>The lockdown had not increased the number of safeguarding concerns but there had been a change in their nature with an increased level of domestic violence noted. The school had no pupils on the Child Protection or Child in Need registers. Governors noted that the headteacher's newsletter to parents always contained safeguarding information.</p> <p><b>Q: How is the Catch-Up Premium being used?</b>  A: The plan is available on the school website. £4K has been allocated to provide SALT. Year 5 have received some group intervention and booster support. The school had invested in the 'Steps to Read' reading</p>	CF

	<p>programme and books for pupils. It had been planned to use these to deliver after-school reading sessions to pupils this term, however this has been postponed until all pupils have returned to school.</p> <p><b>Governor Comment:</b> The Catch-Up Premium plan on the website was very detailed. Clearly a lot of work had been put into considering how best to spend the funds to meet the needs of pupils.</p>	
11	<p><b><u>GOVERNOR TRAINING</u></b></p> <p>Governors were advised that online LA Complaints training was running on 11<sup>th</sup> February 2021 and online Exclusions training was on 1<sup>st</sup> March 2021.  <b>Action: To undertake Complaints and/or Exclusions training.</b></p> <p>CF had completed SEND training in autumn term 2020. WD had attended a Governors for Schools webinar on “how and why school governors should support staff mental health and wellbeing” on 28<sup>th</sup> January 2021. Information from both these events had been uploaded to GVO for reference.</p>	All G'nors
12	<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>• 01 – In Year Admission of Children</li> <li>• 11 – Collective Worship</li> <li>• 20 – Peripatetic Music Tuition in School</li> <li>• 30 – Music</li> <li>• 31 – Art &amp; Design</li> <li>• 41 – Science</li> <li>• 45 – Physical Education</li> <li>• 46 – Monitoring Standards</li> <li>• 48 – Geography</li> <li>• 55 – Intimate Care</li> <li>• 73 – Internet Access</li> <li>• 77 – Acceptable Use of ICE Equipment</li> </ul> <p>The review of Policy No: 39 - Long Term Absence was postponed to the summer 2021 committee meeting.  <b>Action: To add review of the Long Term Absence Policy to the summer T&amp;L agenda.</b></p>	Clerk
13	<p><b><u>MAINTAINED SCHOOL IMPROVEMENT PARTNERSHIP (MSIP)</u></b></p> <p>MSIP had not met this term, however governors were advised that this was a very good support network for schools and headteachers.</p>	
14	<p><b><u>GOVERNANCE NEWSLETTER</u></b></p>	

	Governors noted the contents of the Governance Newsletter which had been circulated via GVO, in particular the importance of continuing with virtual monitoring whilst being mindful of not adding to teacher workload.	
15	<b><u>GVO</u></b> GVO continued to be used effectively by governors to share documents and information.	
16	<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>	CF
17	<b><u>MEETINGS</u></b> The next T&L meeting will be held on Tuesday 11 <sup>th</sup> May 2021 at 5.00pm.	
18	<b><u>ANY OTHER BUSINESS</u></b> SEND was reviewed after item 4.	
19	<b><u>IMPACT STATEMENT</u></b> Governors: <ul style="list-style-type: none"> <li>• Reviewed SEND provision and monitored the requirement for additional SALT for the benefit of pupils</li> <li>• Considered the new EYFS curriculum and the impact of the changes in the framework upon pupils</li> <li>• Monitored the remote learning offer, reviewed pupil attendance and the use of the Catch-Up premium</li> <li>• Considered the wellbeing of the whole school community.</li> </ul>	

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

Chair



Date

11<sup>th</sup> May 2021

OFFICIAL