

Nature of meeting:

Teaching & Learning Committee

**Present:**

Kevin McDonnell    Head Teacher  
Katie Foster        Deputy Head  
Poppy Wallis  
Jack Maguire

Rhiannon Emlin    Co-opted Governor (Chair of T&L Committee)  
Dot Hodgson        Co-opted Governor  
Bernard Hawes     Co-opted Governor (Chair of Governors)

Apologies: Dayo Okewale and Fiona Crossland

Next meeting: 05/02/24

	Agenda Item	Purpose	Time	Lead
1	2022-23 Final outcomes			KM
2	2022-23 Teaching and Learning Profile			KF
3	Visible Learning Impact Cycles			KF/JM/PW
4	<b>AOB</b> <b>Library Update</b>			KM / RE

	Agenda Item/ Notes	Next Visible Actions	✓
1	<p>2022-23 Final outcomes</p> <p>This cohort had some students with very low starting points. 3 students in the cohort didn't achieve a qualification in either English or Maths. 2 out of the 3 hadn't achieved the foundation stage when they joined the setting. They have made progress in Key Stage 3, but none had mastered the Year 1 curriculum by Key Stage 4. However, these students did pass qualifications in other areas. They have also benefited socially and will continue to work towards Entry Level.</p> <p>One student who has complex needs around anxiety was not able to come in to sit their Maths exam. This child has already achieved a grade 4 in Science in Year 10. Planning to retake Maths GCSE in Year 12.</p> <p>There are 2 Art courses that all students passed.</p> <p>It would be useful to add if a student didn't take the exam.</p>	<p>To correct the error on the draft for child who achieved a GCSE in Science in Year 10.</p> <p>Consider ways to clarify when there wasn't an entry.</p> <p>To add GCSE chart.</p>	

	<b>Agenda Item/ Notes</b>	<b>Next Visible Actions</b>	✓
	<p>You can get up to 6 credits in the ASDAN course the school followed. The ASDAN is portfolio based.</p> <p>Q - Could you offer some guidance to other schools around the positives to alternative qualifications?</p> <p>It would be good to provide this information to other schools and governors to help them understand what is on offer in an SEN School. The challenge is how to highlight the achievements in an easy to follow way.</p> <p>There is clear progression for students from Year 12 through to Year 16. Some students have not been possible to track, but those who have been, there has been an upward trend.</p> <p>These young people get a lot of aftercare and are regularly checked in on after they have left the school. This has a really positive impact. There is a very strong team in the school supporting this process as well.</p> <p>Q - what sort of employment are the ex students in? A - This is very varied, but it would be good to capture this.</p> <p>Q - What is the biggest challenge around this?</p> <ul style="list-style-type: none"> <li>- further education institutions keeping track.</li> <li>- Changes in life circumstances</li> <li>- Getting the young person into something that looks like employment away from education is a point to focus in on.</li> </ul> <p>It would be good to have a pre-supported internship pathway and this is being flagged up at a PfA task group about providing schools with better connection with employers.</p>	<p>The school used to offer guidance on Step Up to other settings, and this could be offered again. KM and SLT to look at what offer could go out to schools that would be manageable and supportive for them.</p> <p>To provide information to share around the employment pathways.</p>	
2	<p><b>2022-23 Teaching and Learning Profile</b></p> <p>Q - in a couple of areas the charts have changed from Autumn 22 to Spring 23. Looking at “use of questioning” there is more practice to share in the Autumn. Does this mean the practice has dropped? A - The standards have been raised based on the training staff have had, which has impacted this.</p> <p>Q - Do staff know which techniques to achieve to be marked at a higher level?</p> <ul style="list-style-type: none"> <li>- All the criteria have a description about what each standard should look like. Staff moderate between pairs and groups as well. Staff will be going on a course about Adaptive teaching next week.</li> </ul>		

	<b>Agenda Item/ Notes</b>	<b>Next Visible Actions</b>	✓
	<p>Quite a lot of work has been done on maximising impact of support staff and this will continue to be a focus.</p> <p>Q - do you have the right IT equipment?  - Every member of support staff has a tablet.</p> <p>Q - Why Spanish?  We have to have MFL for Year 7s.  Q - Does one term in/ one term off work?  The school will keep an eye on this.  Spanish is offered to KS4</p> <p>Q - Does Drama carry on past Year 7?  - The school did look at making one English lesson a drama lesson and this has worked well.</p>		
3	<p>Poppy - There is a collaboration session this week where Art, Music, PE and Computing are using the same format. A transferable success criteria across all practical subjects. Will trial this with Year 9. Success criteria will be that students have a better concept of SOLO.</p> <p>Q - The school have been using this for a long time, are they aware?</p> <p>A - We are using a different type of SOLO to look at one that aligns with the skill of “doing, and learning to do”</p> <p>Q - What will success look like?</p> <p>A - It will reduce teacher workload. There will be a common language between students and teachers. Students will have a better understanding on what they are doing. A lot of students don’t understand how the SOLO in practical lessons relate to their work.</p> <p>This will enhance the learning experience for the children and the outcomes they produce.</p> <p>The hope will be that this can be used across other subjects in the school as well.</p> <p>Jack - Looking at bridging the gap in decoding and comprehension in reading.</p>	<p>To share some examples of what this looks like.</p>	

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	<p>Need to make sure that the information from the baseline assessments is useful and being used effectively. We need to make sure that both decoding and comprehension improve, but they don't have to be at the same level as each other, as some students will be very skilled in one area above the other.</p> <p>Q - Do students read at home?</p> <p>A - this varies.</p> <p>The majority of our education is text based, so this does impact on all of their learning.</p> <p>Katie - To revisit the visible learner characteristics. In particular ones around resilience and seeking challenge.</p>	<p>To update at the next Teaching and Learning Committee.</p>	
4	Library	<p>To have something prepared about progress on the Library for the next meeting.</p> <p>SLT to bring to Dot what they think the school needs.</p>	

**Signed:** *Rhiannon Eglin*  
**Date:** 10th October 2023