MEETING MINUTES

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| **Meeting**: Teaching & Learning Committee | **Chair**: Lynn Dalton |
| **Date**: Monday 18th June 2018 | **Minutes** **by**: Fiona Matthews |
| **Present**  Bernard Hawes, Lynn Dalton, Emma Driver, Frances Jessie, Fiona Matthews, Laura Thackaberry  **Apologies:** Katie Foster (maternity leave), Hannah Lilley, Kevin McDonnell, Emma Kingsley, Dot Hodgson  **Absent:** Mary Slocombe | **Agenda:** Lynn Dalton |
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| **Next Meeting Date**: | **Chair**: Lynn Dalton |
| **Time**: 17:30 – 19:30 | **Location**: CODE Room |
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| **Agenda Item** | **Discussion** | **Action** |
| **1. Apologies** | Katie Foster (maternity leave), Hannah Lilley, Kevin McDonnell, Emma Kingsley, Dot Hodgson |  |
| **2. Matters Arising** | **a)** CHAMS from the previous minutes should be CAMHS  **b)** The update about MDT part 3 will be in the first Autumn term meeting  **c)** FJ and HL have spoken about arranging a meeting to speak about the school council. |  |
| **3. Priority 1 – An APE Curriculum (1.1 / 1.2 / 1.3)** | **a)** ED shared the Summary of Teaching and Learning Spring 1 and 2 reports, and showed a comparison of the data. She made some key points about the 10 areas that are looked at.  1) The use of Pupil Asset has made planning better and more robust, as teachers have a clearer way of assessing their pupils. This has also led to more differentiation in lessons.  2) The level of challenge in classes has developed as a consequence of a focus on blue and purple SOLO success criteria in CPD sessions. Lesson observations show that there is more use of these colours now and more learners are more regularly accessing blue and purple in class.  3) There has been ongoing T&L CPD for both teachers and TAs this year. The TAs are using the SOLO question wall well, and they are also using Talk Partners within the groups of students they are working with.  4) In peer observations this term teachers have watched other teachers use SOLO taxonomy and Talk Partners and this has helped share and develop a wider range of activities in lessons.  5) The majority of teachers are now planning lots of short activities. Again in peer observations teachers are seeing this being done and this is helping them in their planning. The blue and purple SOLO are helping teacher planning activities that provide depth of learning.  6) In general it is felt that opportunities to develop Reading Writing and Maths are used well if they are necessary for that lesson.  7) Everyone has been having a go at the question wall and the majority of teachers are doing this effectively.  8) More recently lots of AfL activities have been shared and discussed as a result of peer observations. ED mentioned faces stuck on SOLO walls, thumbs up, Plickers amongst others…  9)Marking and feedback are improving. There is regular marking and feedback given in every lesson. Teachers have been utilising the training they had from Craig from Visible Learning, on where they are now and what their next steps are.  10) The vast majority of teachers are ensuring that corrections are being done.  BH asked about the ‘area for development’ not decreasing on 1 and 7. ED explained this is partially about long term supply teachers and LT explained that although this is the case there is more practice to share in Spring 2 than Spring 1 in these areas.  There was a discussion about what would happen if we got to all green – LT explained that we would change the focus slightly and make sure there were always areas for development as it will never be perfect!  i) ED explained that she wants to use IRIS to capture SOLO questioning. BH asked if staff were resistant to being filmed and LT explained they are a little bit as it’s very intense and honest and teachers have to then watch themselves speak. FJ said the focus has been on capturing areas of good practice which should in time help staff to see it in a positive way too. FJ said she may use it with the PST team, and ED would like to use IRIS with TAs.  ii) Next year ED would like to incorporate ‘effect sizes’ into the T&L CPD sessions after a really interesting lecture from John Hattie on the updated effect sizes. An ‘effect size’ of 0.4 upwards is positive, and talk partners have an ‘effect size’ of 0.82!  ED then shared a video of Talk Partners in response to EK in the last meeting asking if there could be snippets of good practice on the school website. The Talk Partners video is an example of what this could look like.  bi) LT explained that homework has an ‘effect size’ of 0.6 when it is used for consolidation but it actually has a negative ‘effect size’ if it is a large project based homework. Consolidation will be the main purpose of homework. LT and ED will be looking at how to set and share HW and having a clear rota. Once this is in place there will be an updated HW policy. | ED to share Summer report at the first meeting in the Autumn term  ED to organise the capture of more clips of good practice on IRIS  ED to present the SOLO overview template in Autumn term  ED/LT to share HW process and rota in the autumn term.  ED/LT to look at writing a homework policy. Potentially share a draft policy in the Autumn term. |
| **4. Priority 2 – Visible Learning (2.1)** | All the outcome and progress documents were shared. FM explained that none of this data is new but the presentation format has been slightly tweaked to make the information as clear as possible for parents, visitors to the website, Governors, Ofsted etc.  Governors expressed that they liked this format and would like to run with this each year. LD said she would check that she can access and see these from the school website.  BH questioned why there aren’t 14 Year 12s in each bar of the bar chart on the outcomes document. FM agreed to speak to KM about whether we should show the ‘N’ for Year 12 in the same way as Year 11 or whether that wouldn’t actually show a true picture and there should be an explanation underneath instead. | LD to check that she can access the documents and see these from the school website |
| **5. Priority 3 – Student Well-being (3.1)** | a. WAMHS – well being and mental health in schools.  Stormont House is part of this process and it is a year long. We’ve been allocated a CAMHS worker one day a week for a year. The idea is to develop relationships between mental health organisations and schools and develop more understanding around adolescent mental health. This is a whole school approach with the school, the CAMHS worker and the SIP working together to create an Action Plan to make the most of the year.  The first step was to do an audit to judge 8 or 9 aspects of the school. They are aware of the SDP and they identified two areas to work on   * Curriculum - T&L to promote resilience, supporting social and emotional learning * Staff Development to support own well being and well being of students   FJ is aware it is early in the project but is hoping that it will be useful.  Still left to answer is how useful the project will be, and what happens next after the year finishes?  BH questioned whether students at Stormont House have a problem with mental health. FJ explained lots of students have this on their EHCP. Lots of students have issues regulating and naming their emotions (especially independently). FJ explained we will be looking at how to give them more confidence to regulate on their own by identifying strategies. We will involve colleges as part of transition meeting to aid anxiety over transitions. SHS can check in on students in linked colleges to ensure that they continue to be supported. ED explained that in Year 7 there of lots of mental health and social issues that arise from students lack of engagement in primary school by the end of Year 6. FJ said the project should provide a supportive environment to address all of this. | FJ to update on WAMHS project in the Autumn term. |
| **6. Sixth Form** | BH pointed out there was inconsistency between the wording of HCC and New City College.  LT spoke about how next year there will only be 3 providers – NCC, ELATT and BSix. This is because this is what suits this particular cohort, but the Sixth Form will continue to be flexible and offer a bespoke programme for its students year on year. | FM to change wording on documents |
| **7. World Class Schools Quality Mark – Summary overview** | We’ve been going through the process. It is ‘about being beyond outstanding’ and up to this year it has been a quality mark for mainstream schools. We have been part of the special school pilot and have helped to come up with the criteria that the quality mark will be assessed on.  It involves a peer review between schools. We worked in partnership with Clapton Girls Academy. The review will be presented at a symposium in July.  This is an opportunity to be externally validated by other outstanding schools. The mainstream model is international.  BH questioned what happens next if we receive the quality mark. FJ said it validates what the school do, and means that we can even more confidently share what we do and take our outreach and training work further.  BH asked ‘can the school cope’ with all this extra work. FJ explained that everything involved is what we already do, it is about bringing evidence together. LT said that the developed ELT can take more on so that SLT can take this type of opportunity forward. | FJ to update in Autumn Term |
| **Date of next meeting**: | Monday 1 October 5.30 – 7.00pm |  |
| **Future items:** |  |  |