

Teaching and Learning Committee

Meeting Date: Monday 17th October 2022 from 5.00 – 6.30pm

at Stormont House School

Agenda

1 Attendance

1.1 Welcome and Apologies for Absence

Bernard Hawes (BH) - Joined online. Kevin McDonnell (KM) Katie Foster (KM) Jack McGuire (JM) Dayo Okewale (DO) Dorothy Hodgson (DH) Joined in person

2. Minutes of the last Meeting

	Completed/Date
Actions from last committee meeting	
RE to arrange a time to go over flight paths with FC.	RE to meet with KF and KM after half term
KF to check regarding staff who hold the assessor's qualification.	To be carried over
To arrange a time to share the review of visible with RE.	RE to meet with KF and KM after half term
RE to send through Educate and Celebrate contact details to KF - Completed	Completed
In the Autumn Term to seek feedback from Parents around Home Learning once the changes have been implemented. -	Focus for 22/23
To condense the Home Learning plan down so it is clear and can be easily communicated to staff and parents.	Focus for 22/23
RE to sort a time with Jo Tupman to be asked questions - Completed	Completed

3. Homework update (JM)

Online learning in Maths and Literacy is being regularly implemented. The school have changed the home learning programme for English to 'Reading Eggs'. This allows the class teacher to decide what is implemented with regards to setting homework.

JM demonstrated how the school is tracking homework and how consistent this is. For the students who are not completing homework the school will look into why this is happening and additional support will be put in place.

Teachers receive an email from Reading Eggs which shows the class list and homework completion date. This also tells Teachers how many minutes the students have spent on their homework and whether they have completed it in school or at home. The difficulty level the homework is set at is determined by an assessment test. A reading book can be sent out to a class within this programme, from which the teacher can then set comprehension questions for.

For Maths homework the school continues to use Mathletics (school has been using this for the past couple of years) it provides a breakdown of % for each homework set. If a child is getting 100% in all topics, students can move up a difficulty level. Staff can look at which parts the students are struggling with and support them more with these.

The school is setting homework that will help consolidate the learning that is being produced in class.

The school has made sure all students have access to technology at home in order to implement home learning.

DO Q - Do you set criteria when you are looking at averages per class?

A - This is dependent on the class. The school take a more person-centred approach and each student is looked at as an individual.

DO Q - Can we collate the data from this and see it over a period of time

A - Yes, that is the plan to use this new way of recording home learning to create data.

DH Q - This is really good and shows a lot of progress that this is now in place. What are some of the remaining challenges and what are your plans for dealing with them?

A - The students who are consistently not completing the homework. What is working and what is not working, will there always be a drop off at the end of term? We are looking at a rewards scheme and system to get the students involved. Looking at what we are doing for the students to make it worthwhile for them. Looking at how to make the homework more engaging for students.

KF - We haven't had this data before so we can start to analyse it to find out where the issues lie.

One class was identified as an example to look at, as they had completed all their homework across all subjects. The school will look into reasons why this is and whether they can be adopted across other classes.

DH - It feels like there is an opportunity to raise the focus of home learning with the wider school. Especially with engaging parents.

KF - We started to do this with English and Maths programmes to support parents to know how to use them at home.

AP - To include DH in the home learning discussion prior to the next committee meeting.

RE Q- One of the action points from the last committee was to look at including parents in reviewing home learning. How are you helping parents to review home learning?

A - Sandra is looking at involving more parents and building up the parent group 'Friends of Stormont House' through the parent governors. Once this is more established we will look into including them in reviewing the home learning policy.

4. Year 7 update (JM/KF)

There are 11 students in each class. Year 7s are doing well and Raz Motin (previous year 7 teacher) is helping out a lot with transition and assessment. Parents are happy with how things are going so far. The two year 7 teachers are making themselves available to parents so that they can give feedback to them more frequently at the start of the academic year. Students are starting to settle, and there will potentially be one or two students moved from one class to the other in order to better support their needs.

RE Q - how are students chosen for each class?

A - EHCPs are used, looking at their needs. Attainment is also taken into consideration.

RE Q - There is a gender imbalance of students with only 2 female students in y7. What is being done to support them?

A - Social groups have been created for them. They are making good relationships with the year 8 students. This has been positive for all students. Lunch time club is also something that one of the students enjoys going to. There are female TAs in each class.

DH Q - what wellbeing sessions or 1:1 support is available for those students you have concerns about.

A - They will be working with SALT, A space and Social Clubs. Students have been given a settling in period this half term and they will be reviewed for additional support with wellbeing after the half term break.

JM - One of the student's EHCP was not representative of the student's needs, and an early annual review was called to look at getting the correct support put in place for them. 2 more early annual reviews are being looked into.

KM - One of the challenges faced with transition is that schools are named on plans in February and a lot of changes can take place between then and the start in September.

Discussion was had over the 1:1 support model from Primary that isn't available in Secondary. It takes time for students to settle and transition away from this, even when class sizes are smaller.

DH Q - Is the hope that doing the reviews early you can get more support and resources early?

A - Yes

DH Q - Have any parents come to you with concerns about the provision?

A - There has been one parent who has asked a number of questions, but not so much around concerns.

DH mentioned their work on a programme called 'Stepping stones' where older students are used to mentor Y7s and this has been very successful. Would there be interest in this from Stormont?

A - Yes

AP - DH to send information about this over and to talk through with SLT

5. Headlines on outcomes with follow up link visit (KM)

KM - At some point one of the governors (previously Head of T&L) would come into the school and go into more detail about attainment and progress.

AP - RE to visit

Not as many GCSEs were gained within this cohort. However, this is in line with expectations. The challenge is to evidence that the level of outcomes still shows good progress. Art and Design and Food Tech had a high number of level 2's achieved. This might not have been the case with previous cohorts.

BH Q - The majority of students received an entry level in DT. Was this not a subject there were difficulties with?

A - it is a unit award not an entry level ascribed to a qualification. There are not many opportunities for awards in this subject.

AP - KM and KF to discuss how best to communicate what was achieved in DT

AP - Take this forward to discussion during RE visit. What is the prognosis for DT? Can DT and Foodtech be taught on a carousel?

DH Q - With the flightpath, you can see the trajectories of the students. It would be interesting to compare the flightpaths and the distance travelled between the two years.

A - Absolutely, this is something that we will show on an annual basis. Comparing the proportions from year to year.

AP - KM to compare flightpaths across this year and previous years in report.

DH Q - Do you track this across the highest level?

A - The flightpaths are tracked through English and Maths only as this is where the best data comes from at Primary. The other subjects are very vague in comparison.

BH Q - on PSD what does it mean "on track" for Y12?

A - They achieved enough units to gain the award. However, there were some changes to the qualification midway which created some crossover in units, and by leaving it open through to Y12 they have the potential of getting higher qualifications at the end of Y12 instead of the end of Y11. Students can still claim the qualifications in Y11, which two did.

6. Visible Learning update (KM)

KM - The pandemic interrupted a lot of things around T&L and disrupted the visible learning impact cycle. The intention was to write the cycle and get everyone back on track. Some of the Teachers have written some fantastic pieces of work. Moving forward this year we will take the evidence from the T&L team (Walkthroughs, appraisal, SIP visits etc...) and use this as a focus for the impact cycles we work on this year. 3 topics have been chosen to focus on. The idea is to produce 3 substantial reports as opposed to 14. The 3 topics will be:

SOLO Taxonomy in the more practical subjects

Feedback

Reading

In previous years, the impact cycles have been uploaded online. **AP - KM will ask teachers if they are happy to have this year's cycle on the website.**

DH Q - What happens after teachers have done their impact cycle, are there actions?

A - yes, it depends on what the focus of practice is. Some might be looking at their practice and others might be looking at their department's practice.

They build on the impact cycle they did last year.

Q - Do you do CPD sessions?

A - Yes, this is mapped into the CPD calendar throughout the year so there is time given to Teachers to look at this. Craig Parkinson is coming in to run a session with staff.

RE Q - We discussed TAs being more involved in this, is this still happening

A - Yes. It is a whole school approach

It is great that the Ofsted framework fits in with what the school had already planned instead of the other way around.

What is very positive is that at the end of this process everyone has come up with an area to improve and focus on independently.

AP - RE to incorporate this focus into their visit.

7. SEND Information report (KM)

Statutory requirement to have a SEND information report on the website. It was updated last year. Sandra feels that it could have a bigger overhaul.

AP - KM and RE to meet and talk about the vocabulary about the needs of students.

AP - Sandra to work with parents to look at what would be helpful to have on the information report.

AP - Look at creating more accessible versions of this, such as videos explaining certain sections.

8. Curriculum updates - making our curriculum more inclusive (KF)

The strengths across the school include: Learning environment, use to TAs, strategies to engage, questioning

AP - Page 6 add subtitle

Areas that are being focused on this year; Pace and Depth and Marking and feedback. Curriculum was a big focus within this and championing equalities and diversity within this.

In English there is a focus on celebrating black voices. Each year group new texts are being added.

Year 10 are looking at speeches and civil rights activists speeches and there is a focus across all subject areas. There is a current focus on Black History Month. Hackney Museum sent through a video to show to students. For reading homework the Head of English shared biographies of black historical figures.

Educate and Celebrate training was held for 52 members of staff. There were 3 webinars to look at how to make the school more inclusive for LGBTQ+. KF has spoken to subject leads since about how to make sure this is being included as a focus across the curriculum.

AP - KF to send overview of curriculum and cultural focuses

SIP Report

The school commissioned an extra visit from the Jo Tubman (SIP) to meet with 4 subject leads to help them to be able to articulate their curriculum choices. The plan was to help them feel positive and wanting to do more. Which was achieved. The staff who took part in this then shared with other subject leads and ideas around best practice were shared. The rest of the subject leads will meet with Jo Tubman this side of the half term. Feedback from staff was that it was very positive and supportive and identified clear actions.

DH Q - on page 13 would you add Home Learning to the grid?

A. Maybe not on this document but it should go somewhere within the document.

AOB.

In the SIP report it said that there should be a summary of the curriculum offers. KF and KM worked on drawing out the key elements of their intent.

Q - was it useful to create?

A - yes, the content is nothing new. Putting it succinctly was very helpful and this should be helpful to support subject leads.

Q. Do the boxes link to each other, are they in a list?

A - as it was being written they were grouped into the three columns

FC has already run CPD in the summer term in gathering views from all staff to write this document.

Q. How will it be audited to look at the success of it? How as Governors will we know the Outcomes have been achieved?

A. This sets out the 'How' instead of a 'Quality Standard' How successful it is or not will be judged by Ofsted.

AP - To include the T&L committees input in development and review at the following T&L committee.



Signed: _____
Chairperson of the meeting

Date: 17/10/2022