



Teaching and Learning Committee of Stormont House School

Meeting Date: Monday 21st March 2022 from 4.00 – 5.30pm on MS Teams

Agenda

1 Attendance

1.1 Welcome and Apologies for Absence

Bernard Hawes (BH), Katie Foster (KF), Poppy Wallis(PW) Fiona Crossland (FC), Dayo Okewale (DO), Gillian Wickham (GW), Bobby Nelson (BN), Dorothy Hodgens (DH), Rhiannon Eglin (RE) - Chair/Minutes

Apologies from Kevin McDonnell

2 Minutes of the last Meeting

Action Point: RE to come visit and look through this data. Currently not available in shareable format.

RE did visit the school but the focus was not on data. This will be the main focus at the Summer visit.

Action Point- to add to a focus to look at the next T&L meeting. It would be useful for the full governing body to look at PfA four outcomes and the initiatives that are focused on in school.

This was discussed, but not a focus for this meeting. It will be a focus for a future governors meeting.

Action Point: DH to meet with Sandra as well as Angela to go through the PfA initiative. Student voice is wrapped into this. One of the school council's aims is to support each other.

DH and GW visited Stormont House in November. They were shown some of the work that has gone on to support the voice of students to be heard. They observed

a session which was about getting the student council to look at the topics that other students had raised as either a concern or an idea. The students were preparing a survey that was being rolled out to all students about gathering their ideas. Both Governors feedback that it was very inspiring and a good robust way of gathering student feedback.

GW - It was really good as a parent to understand the processes for winning prizes or gift vouchers. It was really good to see the children getting involved in the school council. It would be nice to get more parents involved in things like this, inviting them in and getting them involved. It can feel a bit isolated at present as a parent due to the lockdown and not being able to visit the school like before. Although there are newsletters, it is not the same as seeing things in person.

DH - The library needs more resources and SC has mentioned about fundraising for this.

BH - One thing to bring up at the resources meeting. Budget setting is taking place, so this will be on the agenda. With regards to parent involvement, this is one of the key areas to work on within Stormont House and something Kevin is very keen to implement changes in.

DH - Spoke about whether the school council would be interested in finding out about the governance in London works; the Mayor's role and how the London Assembly works.

Actions:

1. DH and GW will check in again in the Summer Term and see what the next steps were and the progress that has been made in this area.
2. FC to follow up this opportunity with DH and The London Assembly.
3. FC to meet with parent governors
4. DH to bring up the Library within the Resources Committee

3. Assessment week evaluation and resulting actions (FC)

3.1 Interventions

Assessment week was in October, data from the Summer was mentioned at the last T&L meeting. The Key take-aways (in discussion with SIP) are that there are a number of pupils who have made limited progress in Literacy and Numeracy. There have been issues with Attendance as well. FC has been in discussion with Maths and English Leeds and is putting in more robust interventions in place. A phonics intervention is running with 15 students. This is run by a member of the Support Staff team who is training to be a teacher but does not have QTS yet. The focus is on Literacy Intervention for KS3, and this has been a huge success. Students are more confident with their reading. A member of the teaching staff is now teaching smaller groups of students Functional Skills to support learning in this area as well.

The school are looking at potentially adding another Maths Intervention after Easter. The school are not just looking at low attainers, but looking at the school as a whole, especially those who are not making as much progress as they could be.

GW - Q. Do students get homework online as well, as a parent I would like to see more as we can see areas that are lacking. Could more be sent home over the holiday to support with this? - *This answer was covered during the Home Learning Section.

DH - Q. Are interventions happening at Break or Lunch Time?

A - At the minute interventions are during curriculum time. We are looking at doing after school interventions.

DH Q - Would you consider doing more during the Holidays?

A - We have spoken about this and did ask staff but didn't have any interest from staff to cover this. The reason we don't do break or lunch time is that we don't want students to feel like they are in detention or being punished, which is how they would see it. Socialising is equally as important, so we don't want to take away their break or lunch. We have offered after school tutoring with external tutors in the past. However, this wasn't successful due to difficulty in forming relationships. However, there is still a case for after school interventions which will be looked into again.

3.2 Changes to accreditation offer

BTECs are going well, including new BTECs. Y11 will have a qualification in FoodTech. Half of y11 will get a Level 1, half will get a level 2. Y11s will also get a unit award for DT either ELC3 or Level 1. There have been difficulties securing cover teachers within these subjects, but the school is now secure with staff. The current Y11s are a lower attaining cohort in comparison to the last 4 years. No one is being entered for GCSE English. 5 Students are being entered for Maths, and 2 are currently predicted to get a 1.

RE Q about the Maths GCSE Entries and how the students feel about this knowing it is unlikely they will pass.

FC A - A lot of conversations have been had, it has taken a lot of positive encouragement and they are fully aware of the scenario. Only 1 student wants to be entered, but they have agreed to give it a go.

4. QoTLA Autumn summary and resulting actions (KF)

4.1 CPD programme

Governors took a look at the Future Actions for Spring 2022, which was KFs focus on return. All Teachers have had the current expectations of the Marking Policy discussed with them. In the core subjects this policy works well. In some other subjects that are more practical it works for some areas, but not all. IT has been positive, but that is more work that needs to be done to support the practical subjects. Some ideas around recording in a more creative way, such as taking photographs of work. There is not enough evidence of Literacy, Numeracy and IT being effectively used across all lessons. A CPD session on using IT in class has been held for all teachers. KF is working with the SALT Team to look at embedding English and Literacy across the curriculum. Staff sharing hasn't been a priority in the past two years due to the pandemic, but this currently a big focus. KF has been giving teachers the space to reflect on the positives happening within their classes. Subject leads have been invited to join observations. English, Maths, Science, Art, PSD and PE have been involved in sharing best practice in joint observations.

4.2 review of observation criteria and proforma

There have been more co-observations within the T&L team, so that there is Quality Assurance across observations. The school are using this round of observations to trial out new documentation. In the Summer Term the format will be re-written so it is more closely linked to the Ofsted Criteria.

DH Q. Do you invite all teachers to observe each other, not just the subject leads?

KF A - Subject leads take up a large proportion of staff. As part of the feedback conversation after observations, all teachers are asked who they might want to observe and this will be set up, but not formally recorded as it is with the subject leads.

4.3 Enhanced TA role development

Prior to the pandemic the Enhanced TA role was created. 2 highly skilled members of support staff were identified for this promotion. They join the Teaching and Learning Meetings, and they join the Teacher CPD. This is then fed back to all support staff. There hasn't been a formal observation for all support staff. However, they do observe any new TA. We would like to model the same offer of CPD that is on offer for teachers. This would be lead by the Enhanced TAs in support of Katie. The enhanced TAs joined Katie in observations this term so they are aware of the process. The school are linked with Clapton and the enhanced TAs will observe some support staff within CGA.

RE Q- There is a lot of admin involved in this, how much time is given to support them with this?

FC.A - They are released for 3 50 minute lessons a week, and it is being looked into extending this to a whole day to recognise this.

5. Home Learning progress report (BN)

BN is focusing within his NPQ in LTD (Leading Teacher Development). Within the NPQ, students are asked to implement a change within their school setting that is needed. BNs focusing is Home Learning. There has been a plan in place regarding expectations on teachers, and how they set HW. There is a rotation where one week English HW is set, and one Week Maths HW is set, and every other subject sets HW once a half term. So each week students get two sets of homework. Teachers are asked to fill in a homework tracker. This is to keep an eye on completion of homework. However, it looks like Teachers haven't been setting homework as much as they have been expected to. This is because they haven't been filling out the tracker. Staff have reported they've found the tracker difficult to complete. The expectation has been for staff to set HW on teams, but they also have the opportunity to set on paper if this is easier.

GW Q - Could homework be set on paper because this will support students to get used to writing, and will help them with exams.

BN A - Agreed. The reason it was on teams was during the lockdown students should have had access to a laptop. However, now we are finding students prefer things being set on paper and it can get complicated on teams.

Homework is being reviewed via the tracker. A staff survey has been sent out with a range of questions being asked. The purpose, the format, the frequency, how often students hand it in etc... so this can be reviewed and amended to better support everyone.

GW Q - It would be good to ask the parents instead of the teachers, especially in Year 10. Parents are the ones supporting them with the homework, so their views should be heard.

BN A - Absolutely, a parent survey will be being sent out to gather these views as well. We'll be looking at the staff survey, parent survey and gathering student views. So all views can be taken into consideration.

GW Q - Can something be put in place for Easter as my son is becoming anxious about failing exams.

BN A - I can understand the concern here. However, it isn't something that we want to rush and there hasn't been the capacity to explore this. Now that KF is back there is more time to support this as a focus.

FC A - We can definitely get something in place for students in Easter. We don't want anyone to be anxious and we can cater for the Y10 cohort. However, for the entire homework plan September is a more realistic start date.

GW - It would be good to give some students more homework, it doesn't have to be for all.

DH - Could you put a list of useful sites/resources for parents to go to in the holidays. Is there something the school could do to empower parents in the meantime to make this easier for both parents and staff.

BN A - Yes, this is something that we have done in the past and something we can do again. It is a tricky balance in the school. Parental engagement fluctuates, some are very engaged, and others are not. So offering parents enough to support their

children effectively at home is important, but difficult when parents don't engage. I am looking to get something in place before September as this is when the NPQ ends.

6. Curriculum Development (FC)

There is now more capacity in the T&L team with KF returning, so more focus can be given to the curriculum. There is a lot of good work happening within the school, but not everyone across the school and stakeholders are aware of what is happening. We are looking at making things clearer on the website and within the newsletter. FC and KM have written a statement about what curriculum means to the school. A CPD session was delivered on this for all staff. Staff were asked what they thought was important within the curriculum for student growth. These key areas will be used as focus for planning within the curriculum based on the schools curriculum statement. FC plans to have half termly conversations with all curriculum leads so there are opportunities for staff to constantly be reflective on their curriculum.

7. NPQ Update (PW)

PW - Looking at success criteria within Art and helping students to understand what they are doing and where they are going. PW is looking at supporting practical subjects to be reflective within this area and better use the success criteria. Within the NPQ we are getting trained on research and implementation. We are looking to make a real change and not a quick fix within this area. The programme will be completed over the next year. However, some projects will last longer than a year, so there is a culture change within the curriculum. Right now a lot of information is being gathered, along with views of students and staff. After Easter more views from teachers will be gathered. Hopefully from September some of the changes in success criteria will be implemented across the practical subjects.

KF - There are a number of staff doing NPQs which is working really well. The research can be implemented into CPD and supporting staff across the school.

- SC - NPQH
- BN and PW - NPQ for Leading Development
- W - NPQ for Leading Behaviour
- Heads of English and Maths - NPQ for Leading Teachers

RE - This sounds like really valuable work. Not many take into consideration the practical subjects within assessment, and the need for differentiation in this area. Hopefully it is something that can be shared across schools in Hackney.

AOB - BH - Raised Child Q - A Hackney Governors forum was held on Thursday around child Q to ensure a situation like this doesn't happen again. As a result BH is going to work through Safeguarding procedures and policies with Kevin and Sandra.

RE Q - Have you given students and staff a space to discuss this.

KF A - Nothing has been sent to staff yet, but SLT will be meeting to discuss this, and there is guidance on discussion.

DH - Shared resources on what is happening in Ukraine.

<https://www.nya.org.uk/ukraine-crisis/>

DO - Offered support to BH and KM in discussion and scrutiny around Child Q and safeguarding.

- Need to Reschedule T&L Committee - not to be held on Monday 6th June or 13th June

Signed: _____



Date: 14/06/2021

Ms Rhiannon Eglin – Chairperson of the meeting