

Tomlinscote School & Sixth Form College



A Specialist Language College

Governors' Teaching & Learning Committee
Agenda of meeting Monday 29th January 2018, 6.30pm – Conference Room

Committee Members: Maite Roel (Chair)
Ray Coyne (Community Governor)
Annette Sterr (Community Governor)
Heather O'Connor (Community Governor – Vice Chair)
Leon Rayner (Staff Governor)
Jacqueline Tonkin (School Representative)
Chris Taylor (School Representative)

A G E N D A

	Subject	Information	Decision	Approval
1.	Presentation from the Learning Support Department <i>(G. Jones, 30 mins)</i>	✓		
2.	Apologies for Absence <i>(2 mins)</i>			✓
3.	Declaration of Interest <i>(2 mins)</i>			✓
4.	Adoption of the Minutes of the Last Meeting <i>(2 mins)</i> Adoption of the Minutes of the meeting held on 9.10.17			✓
5.	Inspection Dashboard <i>(IH, 15 mins)</i>	✓		
6.	SEF1 Outcomes for Students <i>(IH, 15 mins)</i>	✓		
7.	Policies <i>(15 mins)</i> i) Homework ii) Religious Education: Governors' Policy Statement			✓
8.	Future Learning Walks/Faculty Presentations		✓	
9.	AOB			

Date & Time of Next Meeting: Monday 19th March 2018 at 6.30 p.m.



Teaching and Learning Committee Meeting Held on 29 1 18 at Tomlinscote School Minutes

Attendees:	Name	Initials	Role
	Ian Hylan		Executive Principal
	Jacqueline Tonkin		Vice Principal
	Maite Roel		Chair of the T&L Committee, Community Governor
	Heather O'Connor		Vice Chair of the T&L Committee, Parent Governor
	Annette Sterr		Community Governor
Apologies:	Ray Coyne		Chair of Governors
	Chris Taylor		Assistant Principal
	Leon Rayner		Teacher Governor

In attendance:	Name	Initials	Role
	Rob Major		
	Georgina Jones		Visiting speaker HoF SEND

Item	Minute	Action
1.	<p>Presentation from the Learning Support Department (G. Jones, SENDCO, 20 mins)</p> <p>Georgina outlined the work that her and her team have undertaken since she joined the school. On arrival, she initially reviewed the policies and websites. All students specific learning needs have now moved over to EHCPs from statements.</p> <p>Georgina outlined "Provision Mapping" and the 3 differing SEND wave for the Governors such as wave one is Quality first teaching and outlines what high quality teaching should look like in the classroom. Wave 2 focuses on k code students to ensure that they make progress. Wave 3 is predominantly for students with high need intervention.</p> <p>Her team has created need strategies, which are dependent on the need of specific students. INSET training has been delivered to staff regarding how they can most effectively support students within the classroom.</p> <p>Governors asked as to how teachers access this information. Teachers have access to an updated SEND register.</p> <p>Georgina talked through with the Governors how the Learning Support team support individual students as well as the breadth of strategies employed. K students can be supported up to 13 hours. EHCPs state how many hours are required.</p>	

Governors asked as to how the “watch” students are flagged up?

Georgina said that teachers can highlight the students who they feel need to be looked at by the SEN team for diagnosis. Parents may flag up a student too.

One page profiles have been completed from a student perspective. This is available for teachers to access regarding how students feel they learn best.

Governors asked as to what if the student need would impact on their judgement in relation to completing this?

SEND give students who cannot easily articulate suggestions, in order to try to draw something from them.

Our student support officers work closely with students suffering from Mental Health issues.

Our COIN Centre – through this we access £10,000 a year for each student who is part of it. There are before and after school interventions. A Speech and Language Therapist is also employed, who comes in to school weekly. There is a combination of smaller groups and main stream classes.

We now employ a Dyslexia specialist teacher who has already done a great deal of work with key stage 3 students. We can now use her to assess our students for additional support in exams – titled an “In house access assessor”.

In just over a year, just over 130 students have been assessed for exam concessions. Her role is very much focused on early diagnosis.

A SEND teacher is a qualified Eklon Speech and Language Teacher. She works with a lot of intervention in small groups on word aware and word finding. Word aware is helping you to define and understand a word, understand the syllables and how to put it into a sentence. They do a lot of phonics trees.

Georgina outlined key stage 3 and 4 interventions. They are now tailored to specific students. A lot of focus is on students with communication difficulties, such as our ASD students in years 7 and 8. They also focus on wellbeing and resilience.

LSA timetables are updated very half term. We focus on developing independence and help students to grow and develop. LSAs will flag up if they feel that there is a need for a change. There is a lot of maneuverability.

A very successful thing is the LSA student log. We have 14 LSAs.

The hours of LSAs reflect the needs expressed in terms of hours in the EHCPs.

Students complete a lucid diagnostic assessment and it there forms the first judgement in terms of attainment. It links in with the Ed Psych and other outside agencies.

Governors asked as to how the students feel about having extra time. Georgina outlined the inclusive nature of the school.

SEND works closely with the HoY 7 regarding transition. Gold forms go out to each of the schools and the information is collated. The form states levels and past interventions, any concerns and any attributing factors that prevent them from being successful and any positive things too.

	<p>Extra transition days are carried out for students who are requested by SENDCOs. 40 students attended last year for these extra days.</p> <p>The fun club has carried on every Friday afternoon. This is where students can develop communication skills though playing with lego and drawing.</p> <p>Positive impact on k code students</p> <p>Teachers do differentiate more and do give more time to students to think about what the teacher is saying during Q and A, allowing them to have a say, and at an appropriate pace. We have a lot of mentoring of year 7 and 8 students. There is a combination of wellbeing, self-esteem and resilience packs for these students.</p> <p>LSAs meet as a team and flag up students who have had mentoring previously in Year 6 or they feel would benefit from. There is a rolling programme and it takes place on a Wednesdays. It involves one to one sessions during a 20 – 25 slot. Some students may be passed to our ELSA (HLTA) for additional intervention. She receives supervision with a psychologist once every term.</p> <p>80% of students in year 7 and 8 who were withdrawn in English improved their flightpath grade and returned to mainstream lessons. The figure is 65% for Maths.</p> <p>Georgina talked through what the data shows for 8 – 11 data shows.</p> <p>During the next 12 months the emphasis will be more on Quality First Teaching improvements, See the PowerPoint.</p>	
2.	Apologies for Absence (2 mins)	
3.	Declaration of interest (2 mins)	
4.	Adoption of the Minutes of last meeting (2 mins) Agreed	
5.	<p>Inspection Dashboard</p> <p>IH outlined what the dashboard shows on each page. Governors asked questions regarding what the different data sets showed, asking for explanation.</p> <p>92% of our students take a language whilst the national figure for LPA is 15%.</p> <p>IH outlined how subjects are focusing on High Prior Attainment across the board.</p> <p>Governors asked about humanities and MFL and their performance with HPA students.</p>	
6.	<p>SEF 1 Outcomes for Students</p> <p>IH talked through the SEF 1 document with Governors. Governors were pleased with the overall summary.</p> <p>The bullet points at the end reflect our School Development Plan, with a focus on K code, challenge and disadvantaged students. With regards to A level progress should be 6 or more.</p> <p>Our boys performed ¼ grade higher than national and girls are 1/3rd grade higher than national.</p> <p>Overall, HPA is the area of focus and not just HPA boys.</p>	

7.	<p>Policies</p> <ul style="list-style-type: none"> 1) Homework 2) Religious Education: Governors' Policy Statement <p>Accepted.</p>	
6.	<p>Future Learning walks/Faculty presentations</p> <p>During the meeting it was decided that Grace Roy would present next. This has since been amended to Teresa Booth with a focus on Mastery Maths in Year 7.</p> <p>Next meeting: Monday 19th March, 6.30pm, Tomlinscote School.</p>	