

## **Tranmere Park Primary School** **Teaching and Learning Sub-Committee Annual Report 2016-2017**

This year, we continued with the same members on the sub-committee from the onset of the year. So, the 2016-2017 Teaching and Learning sub-committee consisted of Kirsten Finley (Head Teacher), Victoria Marsden (Staff Governor and Chair of committee), David Winters (Staff Governor) and Alexandra Whelan (Local Authority Governor).

The Teaching and Learning sub-committee (TLC) have the accountability, from the full governing body, for being responsible for the effective teaching and learning taking place in school. The TLC cover such a vast range of elements, encompassing everything from the school's curriculum offer to reporting to parents and it has input from the Head Teacher, staff voice, pupil voice, governor visits and internal and external moderation.

It is the job of the TLC to ensure that everyone in school has the opportunity to access a rich and broad curriculum and that teachers strive to achieve the best possible outcomes for all children. If the governors feel that the school is not operating to its full potential - it is imperative that challenges are made and that discussions are had to make relevant and workable changes, so that any situations are resolved efficiently and promptly. The TLC are also informed of any changes made by the school that affect daily organisation, timetabling of lessons, whole school pupil topics and teacher workload etc.

It has been another very busy year for the TL sub-committee due to the continued changes that needed to be made in order to ensure the still relatively new, and more challenging, curriculum has been further embedded and that teaching expectations remain high, but it has been great to see TPPS continuing to thrive and take on the challenges. The following are the majority of the specific areas covered or discussed by the teaching and learning sub-committee in the last 12 months:

- Ensuring the assessment processes (including class track etc.) were clear for all due to the change from the old style levels to 'National Expectation' related targets and so high achievement standards were maintained.
- Understanding the school's new systems in place for the introduction of the more challenging National Curriculum along with the Mastery approach and its impact upon teaching and learning within school.
- Ensuring clear, concise and rigorous assessment procedures were in place.
- The new 'Mastery' approach to learning and how this could be developed as a whole school approach to teaching and learning in core subjects – in particular with regards to reading, writing and maths.
- Quality of teaching in school and results from lesson observations, learning walks and book trawls. The introduction of 'Learning Behaviours' as part of the School Development Plan.
- Presentations for curriculum teams about the development of their individual subjects, assessments, attainment and costings of their subjects.
- The new structure for SEND coding and funding, and how this related to teaching and learning - with reference to provision and progress for these children.
- SEND children's progress – discussion with SENDCo.
- Pupil Premium fund allocation and progress.
- Analysis of external data and implications for future targets and priorities.
- Analysis of internal data and implications for future targets and priorities.
- Closing the gap between different groups of children (e.g. BME, gender etc.)
- Achievement over time
- Monitoring and evaluation of the School Development Plan (SDP) and its main priorities.
- Evidence of work being taught and objectives being covered.
- The whole-school curriculum offer and looking at how we personalise our curriculum offer.

- Visits to school by Governors including pupil voice exercises and the outcomes/next steps related to those.
- Curriculum provision for vulnerable and high achievers.
- Annual reporting methods and structures.
- The Early Years Foundation Stage (EYFS) and statutory requirements.

The TLC look forward once again to the forthcoming academic year. Main priorities next year include the embedding of the 'Mastery' approach within foundation subjects with the introduction of curriculum pre and post-tests, discussions regarding how to achieve higher standards at 'National Expectations' in reading, introduction of knowledge harvests to replace class bulletins, introduction of website flooding to replace practical learning folders and also staying informed of curriculum priorities with the continuation of staff presentations to the sub-committee (checking coverage of the new, more challenging curriculum).