



Teaching and Learning Sub-Committee Annual Report 2015-2016

This year, we saw a change in the members on the sub-committee. Firstly, our Chair of Governors, Anna Hull, left her role and was replaced by Marie Stout as Chair. One of our staff representatives, Sarah Rhodes, also stepped down from her role and was replaced by David Winters. So, the 2015-2016 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 everything and 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 at 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.

It has been another very busy year for the teaching and learning sub-committee due to so many changes to the curriculum and teaching expectations, 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:

- The introduction of the new National Curriculum and its impact upon teaching and learning within school.
- Ensuring clear, concise and rigorous assessment procedures were in place following the introduction of the new curriculum and it's more challenging content.
- Ensuring the assessment processes were clear for all due to the change from the old style levels to 'National Expectations' related targets (life after levels) and so high achievement standards were maintained.
- The new 'Mastery' approach to learning and how this could be developed as a whole school approach to teaching and learning in core subjects.
- The introduction of 'Learning Behaviours' as part of the School Development Plan.
- The new structure for SEN coding and funding, and how this related to teaching and learning - with reference to provision and progress for these children.
- 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.
- Visits to school by Governors including pupil voice exercises and the outcomes/next steps related to those.
- Curriculum provision for vulnerable and high achievers.
- Quality of teaching in school and results from lesson observations, learning walks and book trawls.
- 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, discussions regarding how to achieve higher standards at 'National Expectations' and beyond and also staying more informed of curriculum priorities (with the introduction of staff presentations to the sub-committee), checking coverage of the new, more challenging curriculum.