



## Teaching and Learning Sub-Committee Annual Report 2017-2018

This year, we continued with the same members on the sub-committee throughout the year. So, the 2017-2018 Teaching and Learning sub-committee consisted of Kirsten Finley (Head Teacher), Victoria Marsden (Staff Governor and Chair of committee), David Winters (Staff Governor - Co-opted 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 performance and curriculum offer to reporting to parents - and it has input from the Head Teacher, staff voice, pupil voice, governor visits and both internal and external moderation reports and anecdotes.

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 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, whole school pupil topics and teacher workload etc.

It has been another very busy year for the teaching and learning sub-committee due to the continued changes that needed to be made in order to ensure high quality teaching and learning and also the amendments that needed to be made in response to last year's national attainment results, 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
- The introduction of RIC reading and Knowledge Organisers and their 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
- The continuation 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 and progress 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, learning walks, governor marketplace events 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 'RIC reading' approach into maths, closing the vocabulary gap (Noctua project) and also staying more informed of curriculum priorities (with the continuation of governor marketplace events to all governors), checking coverage and implementation of the challenging curriculum.