

Tranmere Park Primary School

Teaching and Learning Subcommittee Annual Report 2019/20



We have had several changes to the sub-committee this year. During the year, David Winters and Victoria Marsden's posts came to a close and they have been replaced by two other staff members, Sophie Bell and Hannah Gomersall. Kirsten Finley (Head Teacher) and Hannah Lockwood (Parent Governor and Chair of the committee - as elected Nov 19) remain in post. At the start of the academic year, we were pleased to welcome Jacky Cooper to the sub-committee, as a Co-opted 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 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 need to be made in order to ensure high quality teaching and learning, balanced with the impact of Covid-19 which affected education and Tranmere Park Primary School greatly from March.

The following are the majority of the specific areas covered or discussed by the teaching and learning sub-committee in the last 12 months:

- Whole school outcomes and the focus on greater depth writing.
- The change in assessment of writing to a comparative marking scheme called 'no-more marking' which will provide a more reliable method of assessing pupils' writing and allow the writing of pupils at Tranmere to be compared nationally.
- The new behaviour system which involves replacing the traffic light colours with a 1,2,3 approach.
- The continuation of Muddy Puddle days which link into the outdoor leaning initiative.
- The RIC reading approach becoming embedded into the wider curriculum.
- The introduction of Times Table Rockstars to embed times table learning.
- Actions to ensure that no group of children are disadvantaged in outcomes.
- Reducing teacher workload by moving to termly assessments tied to PIRA (reading), PUMA (Maths) and No More Marking (writing).
- Access to personalised CPD for support staff.
- The quality of teaching and how this is monitored.
- The implementation of the National Curriculum and the curriculum review undertaken by the curriculum lead.
- Pupil Premium fund allocation and progress.
- Monitoring and evaluation of the School Development Plan (SDP) and its main priorities.

This year was particularly challenging due to the global pandemic. During a time of unprecedented uncertainty, school have continued to provide support and assistance to staff, pupils and their families. A remote learning platform was set-up to offer continued learning and communication for all its pupils whilst they were absent from school.

We expect 2020/21 will be just as challenging, but the TLC look forward to supporting school over the forthcoming academic year.

July 2020