

## **Tranmere Park Primary School**

### **Teaching and Learning Subcommittee Annual Report 2021/22**

#### **Membership**

During the year Louise Woffendin (Parent Governor) joined the Committee. Jacky Cooper (Co-Opted Governor) Sophie Bell & Hannah Gomersall (staff Governors) and Kirsten Finley (Head Teacher) remain in post.

The Chair of the Sub Committee is Jacky Cooper

#### **Remit**

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.

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.

#### **Items to Report**

The Committee has remained focused on ensuring high quality teaching and learning and the continued impact of Covid-19, particularly in respect of data, assessment and pupil outcomes.

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

- Reading as a whole school focus and the introduction of FFT Success for all reading scheme. Louise Woofendin, as the link Governor for early reading and phonics, visited school to evaluate resources and environment and the Committee were pleased that School had commissioned a deep dive into reading which was very positive.
- Embedding the new curriculum and resuming a rigorous process of audit and review of the quality of teaching with lesson observations, book scrutinies, learning walks and pupil voice. The Committee were also pleased that the School Improvement Advisor had noted that the evidence provided in the SEF was “outstanding” for the quality of teaching in school.
- Monitoring of the effectiveness of assessment schemes ‘no-more marking’ (writing) PIRA (reading) and PUMA (maths), with a specific emphasis on baseline data and where children have been most impacted by Covid and where interventions should be directed.
- Using data from assessment schemes to focus and prioritise tiered interventions and covid catch up interventions. A key aspect of this is continued monitoring and the importance of maintaining pupil engagement and ensuring the welfare of children.
- Monitoring and evaluation of the School Development Plan (SDP) and its main priorities.

## Conclusion

2021/2022 continued to see the Covid-19 pandemic have an impact on learning and a real focus has been on ensuring that there is a detailed understanding of where support and intervention should be prioritised for catch up.

The TLC look forward to supporting school over the forthcoming academic year.

**September 2022**