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|                     | <p>there was one vision and everything sat within that. Ruth Davies had a crucial role in terms of iDevelop: she oversaw all Taith sessions, drop down days and the overall programme of study. Mrs Thompson said met with Mrs Davies to review and monitor the provision. In answer to a question about what was monitored and how, Mrs Thompson said the data was evaluated, learning walks took place, curriculum planning and the range of opportunities available to pupils were scrutinised, gaps were identified and the programme adjusted accordingly. It was a whole school approach but as, Mr Kennedy pointed out, it was also important to get information on individual pathways, including for any vulnerable pupils or those who were likely to become NEET. For example, one-to-one meetings had just taken place with all Year 11 students to talk about their plans after GCSEs. Mr Kennedy said that he would ask Ms Davies to present to the group in due course.</p> | JGK |
| 5                   | <p>Mrs Thompson acknowledged that the academic landscape was changing at the moment, with new vocational qualifications in the mix and changes to Welsh Baccalaureate. Mr Kennedy said they would also like to return to work experience placements but this had previously been problematic in terms of safeguarding etc.</p>   |     |
| 6                   | <p>Mr Jones said that he felt it would be useful, as this was such a positive thing, to have more information in the policy of what actually was on offer in the school. Governors agreed that an appendix with some further detail would be helpful. They approved the policy in principle but requested that it be reviewed every year instead of every two years.</p>   | JRT |
| <b>T&amp;L23.12</b> | <p><b>Whole-school approach to cross-curricular skills – literacy and numeracy</b></p>   |     |
| 7                   | <p>Mrs Thompson said that there was an ongoing focus on improving literacy. The whole-school literacy strategy had been shared with staff and a poster produced (circulated with meeting paperwork) which would be bilingual and evident in every classroom. In June last year the twilight sessions had concentrated vocabulary and speaking. In October all staff had been asked to focus specifically on literacy and all had one Performance Management objective which focused on literacy. The twilight session in March would concentrate on writing specifically and staff would be given pedagogical tools to help them deliver appropriate lessons. The message was that literacy was everyone’s business and a shared endeavour. There was also a Cluster</p>   |     |

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| 8        | <p>wide literacy project which would help to improve standards of literacy on entry to secondary school. Governors liked the literacy poster but thought it could be tweaked slightly so that it was more accessible for both teachers and pupils.</p> <p>In terms of numeracy, there was a recognition that some subjects lent themselves more than others to improving numeracy and work had begun on a proposal that three or four relevant areas could be focused on eg number, data, shape and measure, finance etc. This proposal would come back to Governors when work was further advanced.</p>   | JRT    |
| T&L23.13 | <p><b>Assessment - Responsive Teaching</b></p>   |        |
| 9        | <p><b>Responsive teaching summary (added for information):</b></p> <p><b>Context</b><br/> <i>Professional Learning mechanisms at Olchfa have provided a variety of opportunities to consider <b>responsive teaching</b> ideas and pedagogy. In the context of Curriculum for Wales, <b>responsive teaching</b> relates to the ways we use <b>assessment</b> to support learners on an <b>ongoing day to day</b> basis. Planned opportunities to assess learner progress within and across lessons allow us to check learner knowledge and understanding in order to decide whether learning needs to be consolidated and whether learners are ready to move on. <b>Responsive teaching</b> approaches are closely linked to formative assessment and AfL practices as all are focused on ways we can gather evidence and respond in order to support all learners to make the best progress.</i></p> <p><b>Overview</b><br/> <i>Responsive Teaching:</i></p> <ul style="list-style-type: none"> <li>• <b>Clear purposes and criteria that are shared with learners in ways that help them understand learning intentions</b></li> <li>• <b>Assessment practices that allow us to check understanding and gather evidence of where students are in their learning, what they have understood and where they may need more support</b></li> <li>• <b>Responding and adapting teaching to support learner progress within and across lessons</b></li> </ul> <p><i>As Tom Sherrington puts it:</i><br/> <b>Responsive teaching is all about thinking on your feet, using evidence from real-time formative assessment, adjusting instructional inputs and practice activities in response to students' levels of success and confidence.</b></p> |        |

10 Mrs Salmon said that, following on from the INSET sessions which had taken place in September, there had been a focus on responsive teaching. This had been covered in Teaching & Learning Bulletins and the electronic versions of the documents contained links to further information. For the previous half term thematic observations and learning walks had taken place. Staff had been issued with a summary guide in advance so that this could be a clear focus of the learning walks. Staff were also aware that learning walks only provided a snapshot and those undertaking the walks understood that they were not necessarily going to see responsive teaching if they were only in a classroom for 15-20 minutes.

11 When the thematic observations had finished, the focus had shifted to literacy and a pulling together of an overview of patterns of strong practices. The next steps would be to support staff to continue with this work. Staff were aware of where this sat in terms of school priorities and how it all linked to ongoing formative assessment. Mrs Raynor asked if there would be an opportunity for Link Governors to undertake a learning walk to see this work in action as this would be a focus for any forthcoming inspection. Governors agreed this was worth exploring perhaps with volunteer staff.

JGK

#### T&L23.14 Reporting

11 Mrs Salmon said that she had spoken to Governors previously about changes to reporting. The Welsh Government now stipulated that parents receive termly updates. Currently, subject reports were sent to parents once a year and there was one Parents' Evening. Having discussed what a third update would look like, they had decided that they would remove the Form Tutor portion of the normal report and make it part of a separate update from the Learning Leader. It would, Mrs Salmon, said be a 'pupil on a page' model which would provide parents with various information all in one place eg attendance, punctuality, achievement points, 123 data, attitude to learning etc. A note on wellbeing would be also be included – this was expected by the WG and would include a useful comment about practical and tangible things to do in order to support wellbeing. The report would come from the Learning Leader so it could be more bespoke to each year group, and contain the Form Tutor's comment focused on the individual pupil. It was hoped this would engage

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|                     | parents, forge positive relationships and break down some barriers.   |        |
| 12                  | Having seen the example Mrs Salmon had provided, Mr Jones commented that it would be useful if the key was moved to the top of the document. Governors agreed.  | RMS    |
|                     | Cllr Jones left the meeting at 6.50 pm.   |        |
| 13                  | The Chair said it was a great opportunity for Form Tutors to be able to recognise and celebrate pupils' strengths outside the usual academic information parents' received. Mrs Jones agreed saying that every parent wanted to be assured that the Form Tutor knew their child and this was a good way of both showing this and giving more, and different, information. |        |
| <b>T&amp;L23.15</b> | <b>To note the date of the next meeting: Wednesday 8 May 2024</b>   |        |
| 14                  | Governors noted the date of the next meeting.   |        |
| 15                  | There being no further business, the meeting concluded at 7 pm.   |        |