



**Morley Memorial Primary School  
Learning Committee  
Monday 18<sup>th</sup> March, 7pm  
Minutes**

	<b>Agenda</b>
<b>1.</b>	<p><b>Welcome and apologies for absence</b></p> <p><b>In attendance:</b> Shareta Passingham (Chair – SP) Nikki Brown (Head Teacher – NB) Ruth Kershner (RK) Tom Knowles (TK) Jack Pullen (JP) Alison Lawrence (Clerk)</p>
<b>2.</b>	<p><b>Notice of Any Other Business</b></p> <p>Peer review – see Item 8</p>
<b>3.</b>	<p><b>Declarations of interests relating to items on this agenda</b></p> <p>None.</p>
<b>4.</b>	<p><b>Minutes of the last LC meeting on 25<sup>th</sup> January 2019 and matters arising</b></p> <p><b>a. To confirm the minutes of the last meeting held on 25<sup>th</sup> January 2019</b> Minutes of the Learning Committee meeting on 25<sup>th</sup> January 2019 (LC4) had previously been circulated to governors. Governors agreed that they were a true and accurate reflection of the meeting. SP to sign [LC1803.4a].</p> <p><b>b. Matters arising from the last meeting</b></p> <ul style="list-style-type: none"> <li>• RK to meet with Beth McGreer to discuss how to frame parental survey question requesting feedback on SEND provision on 28<sup>th</sup> March [LC1803.4b].</li> </ul>

<p><b>5.</b></p>	<p><b>Behaviour and pupil well-being</b></p> <p>A report on behaviour and well-being produced by Karl Brown (LC5) had previously been circulated to governors. Governors wished to express their thanks to Mr Brown for his time in putting the report together.</p> <p>Governors noted:</p> <ul style="list-style-type: none"> <li>• The use of behaviour logs at lunchtimes has been implemented but they were not yet consistently used.</li> <li>• Generally, there was less low-level disruptive behaviour.</li> <li>• NB explained that the following key could be used (see Behaviour Log for exact wording): <ul style="list-style-type: none"> <li>○ 1 = assault</li> <li>○ 2 = bullying</li> <li>○ 3 = damage to property</li> <li>○ 4 = defiance/answering back</li> <li>○ 5 = disruptive behaviour</li> <li>○ 6 = fighting</li> <li>○ 7 = inadequate work through poor behaviour</li> <li>○ 8 = insolence</li> <li>○ 9 = persistent homework failure</li> <li>○ 10 = persistent lateness to lessons due to child refusal</li> <li>○ 11 = racist/prejudice incident</li> <li>○ 12 = theft</li> <li>○ 13 = verbal abuse of pupil</li> <li>○ 14 = verbal abuse of adult</li> </ul> </li> <li>• 14 different pupils have been invited to talk to teacher regarding their behaviour.</li> <li>• Small core of pupils are repeat offenders.</li> <li>• To a question regarding the composition of pupils with behavioural issues, NB explained that the pupils with behavioural issues are predominantly boys. Sometimes, there was a language barrier for pupils with English as an Additional Language (EAL) and also those with no previous school experience who were unused to the school environment.</li> <li>• Karl Brown followed up on complaints of individual bullying incidents and investigated them further. Offending pupils lost lunchtime and were held to account.</li> </ul>
<p><b>6.</b></p>	<p><b>Progress in Maths [LC6]</b></p> <p>A report on progress in maths produced by Beth McGreer (LC6) had previously been circulated to governors. Governors wishes to express their thanks to Ms McGreer for her time in putting the report together.</p> <p>Governors noted:</p> <ul style="list-style-type: none"> <li>• There were difficult decisions to be made as to where to direct additional support in maths, i.e. those at the lower end of the achievement scale or those pupils who were borderline but had potential to be working at greater depth.</li> <li>• All maths groups were mixed ability classes. To a question from a governor regarding streaming for maths, NB felt that streaming might</li> </ul>

	<p>bring better results but did not necessarily produce better mathematicians. This was an ongoing discussion at school.</p> <ul style="list-style-type: none"> <li>• Teachers were trying to address the issue by providing all pupils with the opportunity to carry out the extension work rather than just those pupils who finished the main work first.</li> <li>• The school has requested feedback from pupils (in all ranges of attainment) regarding the maths work and most said the level of challenge was “about right”.</li> <li>• There were six training sessions for teachers over the year in maths, which had been a specific priority in the School Development Plan.</li> <li>• To a question regarding evidence of “maths anxiety” in pupils, NB felt that anxiety overall was present but that in fact pupils were enjoying their maths lessons.</li> </ul>
7.	<p><b>Policies</b></p> <p>Draft policies (LC7a, LC7b, LC7c and LC7d) had previously been circulated to governors.</p> <p>a. <b>Behaviour and Discipline Policy</b>  Governors noted that it might be necessary to return to review whether the school should have two separate policies (Behaviour and Discipline Policy and Exclusion of Pupils Policy) or whether there was a benefit in embedding the Exclusion of Pupils Policy into the Behaviour and Discipline Policy, in which the school could be explicit about exemplifying the behaviours which would lead to exclusion.</p> <p>Governors agreed to approve the policy subject to including a caveat in the policy which reserved the right to review or amend the policy “as deemed necessary”. NB felt that the decision to exclude a pupil was a last resort and should be based on explicit circumstances set out in a policy or guidance.</p> <p>Governors noted that it was important for at least one governor to have received training on the necessary legal framework for exclusions (e.g. exclusion panel). TK agreed to look into this [LC1803.7a].</p> <p>b. <b>Tackling Bullying Policy</b>  Governors agreed to approve the policy subject to a minor amendment to the title page.</p> <p>c. <b>Exclusion of Pupils Policy</b>  Governors agreed to approve the policy subject to minor re-formatting and the inclusion of the caveat that governors reserved the right to return to review this policy and amalgamate it into the Behaviour and Discipline Policy at a later stage if they deemed it necessary.</p> <p>NB to amalgamate the Exclusion policy into the Behaviour and Discipline Policy and bring it back to the Learning Committee [LC1803.7c].</p> <p>d. <b>Home Learning Policy</b>  Governors agreed to approve the policy subject to a minor amendment.</p>

<b>8</b>	<b>Any Other Business</b>  NB asked whether governors would be able to take part in the Peer Led School Review on 27 <sup>th</sup> March.  Next Learning Committee meeting: TK will need to send apologies. SP to discuss with Philip Colligan (Chair of Governors) about moving dates for the next meeting, following the change of date for the governors' strategy morning on 7 <sup>th</sup> June.  The meeting concluded at 8.05pm.

**Table of Actions from Learning Committee meeting 18<sup>th</sup> March 2019**

<b>Ref</b>	<b>Item</b>	<b>Action</b>	<b>Owner</b>	<b>Status/deadline</b>
<b>LC1803.4a</b>	4. Minutes and matters arising	Sign Minutes from LC meeting 25.01.19. File.	SP/Clerk	LC meeting on 14.06.19
<b>LC1803.4b</b>	4. Minutes and matters arising	RK to discuss requesting feedback from parents on SEND with Beth McGreer	RK/Beth McGreer	Ongoing
<b>LC1803.7a</b>	7. Policies	TK to look into governor training on legal framework for pupil exclusions	TK	LC meeting on 14.06.19
<b>LC1803.7c</b>	7. Policies	Amalgamate Behaviour and Discipline Policy and Exclusion of Pupils Policy	NB	LC meeting on 14.06.19