

**MEETING OF THE TEACHING AND LEARNING COMMITTEE**

**MINUTES**

<b>Date</b>	<b>Wednesday 19<sup>th</sup> June 2024</b>
<b>Time</b>	16.00 to 18.00
<b>Location</b>	Microsoft Teams
<b>Present (Governors):</b>	Jackie Pearson (Chair) Daniela Clarkson (Student Governor) Mary Hughes Louise Salmon Christine Ricketts (Principal and Chief Executive)
<b>Officers and advisers in attendance</b>	Lorne Richardson – Executive Director Curriculum (EDC) Sarah Clancey – Executive Director of Education (EDE) Lance Finn (Head of Teaching and Learning) – Presentation Ian Carey (Director of Apprenticeships and Adult) – item 6.2 Melissa Drayson - Director of Governance (DG)
<b>Observers</b>	Tarcha Choony (new governor)
<b>Apologies for absence</b>	None
<b>Quorum (3)</b>	The meeting was quorate throughout

<b>Item</b>	<b>Action lead</b>
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**Pre-meeting briefing: Teaching and Learning Strategy**

*Presentation by Lance Finn.*

*The slides were distributed after the meeting*

The Committee received an update on how the teacher toolkit would be developed to promote ‘how we can be even better next year’. Key headlines included:

- Professional development can take many forms
- Effective professional development should be driven by teams according to their needs, to build knowledge, motivate, develop teaching techniques and embed practice.
- Managing cognitive load would be a key feature. At the most recent CPD day, staff could choose from a carousel of choices, moving away from a model where all staff were expected to learn everything.
- A calendar had been set of ‘walkthrus’ and learning visits. Walkthrus would be a less formal mechanism for gathering evidence, and Learning Visits a more formal assessment process. Training and support would be provided to ensure that all staff were clear about the distinction and that language

around the toolkit was consistent. Different staff, including programme managers and directors, needed to be clear about their role in driving the process with the support of the Teaching and Learning team.

- The process had been piloted for SEND this year.
- Wednesday afternoons would be set aside for Professional Learning Communities (PLCs) to meet.
- Data Drive Decision Making would be at the heart of the work of the PLCs. The Teaching and Learning team would be able to supply data or support teams to generate their own.

Governors questioned the use of jargon and whether the approach addressed some of the fundamentals of teaching and learning adequately. In response, it was explained that the Toolkit is aimed at codifying complex practice and that the standardisation of language was an important aspect of this.

The approach followed the school sector, which was ahead of Further Education in terms of embedding reflective professional development practice. The College still had some way to go in to achieve consistent understanding and practice among staff but applying the Top Ten things to engage students was a simple and effective way to have impact.

The Head of Teaching and Learning was thanked for an interesting presentation. Governors looked forward to hearing more about progress and impact.

## **1. Preliminary items**

### **1.1 Welcome and Apologies for Absence**

The acting Chair opened the formal meeting. Apologies were as listed above. It was noted, with regret, that the teaching staff governor had stood down. Tarcha Choony was welcomed as an observer.

### **1.2 Declarations of interest**

There were no new declarations of interest relating to matters on the agenda. Previously declared interests were carried forward.

### **1.3 Urgent other business notified in advance**

No urgent matters of other business had been notified in advance.

## **2. Minutes**

### **2.1 Minutes of the previous meeting**

**RESOLVED: The minutes of the meeting of the Curriculum and Performance Review Committee on 6<sup>th</sup> March 2024 were APPROVED as a correct record.**

### **2.2 Matters Arising**

*Supporting paper by the Director of Governance*

Governors noted that most actions were complete, or were covered on the agenda.

An update was provided on the Complaints Policy. This was in the process of being reviewed and would be put through the internal process before being brought back to the Committee in the Autumn Term.

Governors asked for an update on the developing partnership with London South Bank University. The degree was expected to be validated at the end of the week and several Level 3 students were interested in progressing already. Work was underway to map other Level 3 courses against LSBU provision to identify further potential career pathways.

### **3. Performance update**

#### **Position against Quality KPIs and College Improvement Plan (CIP)** *Supporting paper by the Executive Director of Education*

##### **Quality KPIs**

Key headlines were:

- Retention rates remained strong.
- Overall forecast achievement was now 83% against a target of 84%. The process of mapping and claiming through Markbook was still in progress. This had been positive and had enabled robust conversations with teachers on individual learner progress.
- Apprenticeship achievement was forecast to rise to 69%
- Overall attendance was slightly lower than the previous report. Although vocational attendance had improved, English and maths attendance had declined, increasing the gap between the two.
- The alignment of English and maths teams to curriculum should provide a more cohesive approach to improvement in future. An English and Maths practitioner had been appointed, building on collaborative work with local schools
- The introduction of the live data dashboard in March had impacted positively on the management of performance.
- Teachers would be receiving training on the use of the Gemini AI platform in teaching and learning.
- Five teachers would be sharing good practice at the forthcoming Surrey Teaching and Learning Conference on 2<sup>nd</sup> July.

Governors asked whether there were any areas of non-compliance with using Markbook. The only area was ESOL but this was due to other complexities. The College would now only accept claims through Markbook and not any other system.

Governors' attention was drawn to significant improvements in some curriculum areas, such as Engineering, in a short space of time. The forecast improvement in the quality of education put the College in a strong position.

The problems experienced with English and maths attendance were common across the sector. Brooklands had fewer English and maths

students than other colleges, however, so it was even more important that positive practices were embedded from the outset to secure engagement.

The Committee was very pleased to see the positive impact of the live data dashboard in such a short period.

#### 4. **Embedding a Culture of High Expectations 2023-24** *Supporting paper by the Executive Director of Education*

Governors noted the following headlines:

##### **Attendance:**

Overall attendance rates had been sustained at an average of 80% since February 2024, similar to 2022 levels. The gap between vocational and English and maths attendance rates remained a key area for improvement.

In 2024/25, Progress Coaches would be aligned to curriculum areas to work collaboratively with managers and teachers to address attendance in all lessons and work with a caseload of 'at risk' learners

##### **Behaviour and attitudes**

Daily "attitude and behaviour" walks reinforced and modelled positive attitudes and behaviours. There was a sustained improvement in the wearing of lanyards.

The reconfiguration of the Hub area for September 2024 would increase staff presence in social areas. All student support services would be located in this area as a further step to improve the learner journey and experience.

##### **Careers and Personal Development**

A new Head of Careers & Personal Development was appointed in April 2024, and the Personal Development Programme was being redeveloped for 2024/25. The intention was to provide a programme more tailored to young people's individual needs drawing on support and good practice from the Further Education Tutorial Network (FETN). This approach should help to address the Ofsted comment that it was not possible to see the impact of our work on apprenticeship personal development.

UCAS applications were down compared to last year. Further analysis of the reasons for this were being explored although it was likely that young people were looking at other options, such as apprenticeships. A number of universities attended the Next Steps careers event that tied in with progression fortnight.

##### **Student Voice**

The new Head of Careers & Personal Development was developing a new structure for Student Voice to be implemented in September. This would include termly Student Council meetings, to which governors would be invited.

##### **Enrichment**

Following the successful introduction of a men's and women's football team, and the positive impact on behaviour and attendance, a new Student Enrichment and Engagement Officer had been appointed. In 2024-25, Wednesday afternoon would be enrichment afternoon.

Governors thanked the Executive Director for a clear and easy to read report. The new Student Voice structure was a very positive development in terms of enhancing engagement.

## **5. Equity, Diversity and Inclusion**

### **5.1 EDI Annual Report**

*Supporting paper presented by the Principal and Chief Executive*

Key headlines were:

- The EDI Committee had made a very positive start, with high levels of engagement from a broad range of staff.
- The College student community had greater diversity than the Surrey population.
- Fifteen key findings had emerged from the analysis of data by the Committee. A relevant point for further exploration and action was that attendance and retention of white Gypsy, Roma and Traveller students was high, but their destinations were less positive.
- Apprentices were a less diverse cohort than the general College population. This was a potential area of development in Spelthorne with ESOL students and other groups
- The analysis of staff data had resulted in a range of actions which would be integrated into the EDI action plan.

It was noted that the action plan would be completed the following Monday by members of the EDI Working Group. The Report, revised Policy and Objectives and Action Plan would then be brought to the Corporation in July for approval.

**The Committee ENDORSED the key headlines in the EDI annual report.**

### **5.2 SEND annual report**

*Supporting paper by the Head of SEND presented by the Principal and CEO*

The paper provided a useful summary of activity and performance, but it was agreed that a SEND strategy was needed as this was an area of growth and strategic importance in terms of the College's partnerships within Surrey.

Ofsted had seen a lot of good practice during the inspection, but more consistency was needed in progress tracking.

The SEND Link Governor reported that she had attended the review and that progress was positive. The department was, however, short staffed. There had been a discussion about what outstanding provision would look like and that this would need both rigorous and consistent systems and processes and innovative practice with a positive impact.

## 6. Curriculum Matters

### 6.1 Accountability Statement 2024-25

*Supporting paper presented by the Principal and Chief Executive*

The Committee noted that the Accountability Statement 2024-25 culminated from a significant amount of work, including regional meetings with other FE providers and governor workshops. The Chair commented that it was a high-quality piece of work, that was a crucial document along with the Self-Assessment Report.

**RESOLVED: That it be recommended to the Corporation via written resolution that the Accountability Statement 2024-25 be APPROVED before the 30<sup>th</sup> June ESFA submission deadline.**

### 6.2 Adult Strategy

*Supporting paper presented by the Director of Adult and Apprenticeships*

Governors noted that the Adult Education Budget would be known as the Adult Skills Fund. Funding would be provided for three areas of provision: core funding, tailored learning, and employer facing initiatives.

The four strands of the Adult Skills Strategy were:

1. The College will offer a comprehensive range of “Free Short Courses” for adults in all the LSIP priority sectors
2. The College will develop the capacity to deliver Sector-based Work Academy Programmes for DWP
3. The College will develop a comprehensive offer of Level 3 programmes for adults
4. The College will grow the employer facing provision to help meet the local needs of business

External specialist support had been brought in to support staff with the development of the strategy, based on demographic research and curriculum mapping. The unemployment count had risen in the last year, showing a slowing of the current jobs market and the need for retraining.

Curriculum leads had received training to identify opportunities for growth and new courses. Six to seven courses were being prepared to run from September.

Governors asked if priorities would be likely to change with a new government. Management responded that the strategy was a guide that could be flexed to meet new opportunities.

The Committee thanked the Head of Adult and Apprenticeships for a full and detailed report

## 7. Marketing and student recruitment

*Supporting paper presented by the Principal and CEO*

Headlines from the report included:

- A new Head of Admissions and Marketing had started the previous week and had made a good start.
- Reporting on marketing and recruitment activity would be strengthened and aligned with the new branding and marketing strategy
- The College was implementing Purlos, an online digital marketing tool, which would help to maximise engagement with potential students from application to enrolment.
- A capital bid had been submitted to build and launch a new website
- The new branding should be finalised the following week and would be brought to the Corporation on 10<sup>th</sup> July.
- Applications received so far were 10% lower than the same point the previous year. However, it was not possible to compare the two as the previous year had included duplicate applications from students applying for more than one course.
- All progressors had been offered a place. A 60% conversion rate had been applied which showed how the 1400 recruitment target would be achieved.

Governors asked whether the estate redevelopment would have an impact on recruitment. This was difficult to quantify but care was being taken to minimise the impact of the building work on students, and marketing communications would emphasise the new facilities.

The use of digital marketing to keep students warm, including Purlos, was welcomed. It was confirmed that this linked to the social media platforms most used by students.

There was a discussion about the impact of face-to-face activities, particularly in terms of providing a welcoming introduction for students from more challenging school backgrounds. Freshers week would include workshops on college values and would set out expectations around positive behaviour.

## **7. Committee risk assurance**

*Supporting paper by the Director of Governance*

The Committee noted the updated risk register, and the increased emphasis on Quality of Teaching and Learning risks. The Committee confirmed that it had a thorough discussion of the key risks falling within its remit, and was aware of steps being taken to reduce risks.

The Committee requested that English and Maths and student attendance should be added to next year's Internal Audit plan.

## **9. Governor engagement reports: Link Governor visits and performance sub-groups**

Mary Hughes reported that she had attended the performance review for supported learning and the SEND competition. The latter had been a positive event and something that the College should repeat. The Principal reported that two students had competed in World Skills in Cardiff

Jackie Hughes had attended an employer engagement event with the new Head of Careers and her team. The event had been well organised and was well attended, and it had been a good learning exercise.

- 10. Date of Next Meeting**  
To be confirmed.

Approved as an accurate record by the Teaching and Learning Committee on 6 November 2024