



## **MEETING OF THE TEACHING AND LEARNING COMMITTEE**

### **MINUTES**

|                                            |                                                                                                                                                                                                                                                                                                       |
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| <b>Date</b>                                | <b>Wednesday 11 March 2026</b>                                                                                                                                                                                                                                                                        |
| <b>Time</b>                                | 15:30 to 18:00                                                                                                                                                                                                                                                                                        |
| <b>Location</b>                            | Weybridge Campus/ MS Teams                                                                                                                                                                                                                                                                            |
| <b>Present (Governors):</b>                | Fiona Capstick (Chair)<br>Jackie Pearson<br>Jude Hayden (Student Governor)<br>Mary Hughes<br>Hilary Omissi<br>Christine Ricketts (Principal and Chief Executive)                                                                                                                                      |
| <b>Officers and advisers in attendance</b> | Sarah Clancey – Vice Principal Education and Personal Development<br>Lorne Richardson – Vice Principal Curriculum<br>Matt Petch (Engineering pre-meeting briefing)<br>Kate Veryard (Director of English and Maths)<br>Tammy Lane (Head of Marketing)<br>Melissa Drayson - Director of Governance (DG) |
| <b>Apologies for absence</b>               | Rebecca Page-Tickell<br>Lee Chantry (Staff Governor)                                                                                                                                                                                                                                                  |
| <b>Quorum (3)</b>                          | The meeting was quorate throughout                                                                                                                                                                                                                                                                    |

| <b>Item</b> | <b>Action lead</b> |
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#### **Pre-meeting curriculum deep-dive: Digital T Level**

*Presentation by Matt Petch – Director of Faculty. Slides were shared with governors after the meeting.*

Key take-aways and discussion points from the presentation were:

- The committee discussed the impact of AI on coding. It was noted that while AI is increasingly used for coding in companies, students still benefit from learning multiple coding languages to acquire foundational knowledge, which may become a "rarity" in the future.
- In response to governors' questions it was confirmed that the gender balance had improved, with 2 female students in a class of 16 in Year 1. Most students progress to apprenticeships or employment, with three students going through UCAS last year.

- T Level attendance is among the highest in the college, with most students in the 90% range.
- Relationships with employers are very positive, and include major employers such as CISCO and NHS, and work placements are leading to employment and apprentices following the end of the course.

## 1. Preliminary items

### 1.1 Welcome and Apologies for Absence

Apologies were received from Rebecca Page-Tickell and Lee Chantry.

### 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 items of urgent other business were raised.

## 2. Minutes

### 2.1 Minutes of the previous meeting

**RESOLVED: The minutes of the meeting on 6 November 2025 were APPROVED as a correct record.**

### 2.2 Matters Arising

*Supporting paper by the Director of Governance*

It was noted that all actions from the previous meeting had been completed or were on the agenda for report.

## 3. Quality of Education

*Supporting papers and presentations by the Vice Principal Education and the Director of English and Maths*

The Committee received a report on progress against quality KPIs, targets and the College Improvement Plan (CIP), with a particular focus on the implementation and impact of the English and maths strategy.

It was noted that the Post Intervention Monitoring (PIMS) action plan had been integrated into the CIP

**Performance headlines** included:

- Current retention is high at 97.2% (up from 94.0% last year).
- Overall forecast achievement is 80.3%, though this is a "cautionary" projection against a target of 85.0% pending analysis of mock exam and January BTEC results. The figures would become more accurate in forthcoming weeks.
- Governors asked why forecast achievement was going down when retention was so high. This was mainly due to persistent absenteeism impacting on progress. The amber rating had also

been removed from the grade predictions, and teachers were erring on the side of caution. Assurance was given that the picture was very similar to the previous year. The Vice Principals would be working with individual teachers to refine their predictions through triangulation with other data.

- The Teaching and Learning Strategy was showing impact, as demonstrated during the Teaching and Learning Day.

### **English and Maths strategy**

A new "walk the floor" initiative has slightly reduced the attendance gap between vocational and core subjects to **-17.3%** (improved from -22.0% last year), though it remains above the target of  $\leq 10\%$ . The possibility of a change in government curriculum policy with regard to English and Maths delivery was flagged, which would introduce stepping stone qualifications for learners without a Grade 4.

The Head of English and Maths confirmed that the streaming approach, and the focus on individual progress, taken by the College would prepare us for the new stepped approach.

Governors commented that they had observed great practice in some areas, during the Teaching and Learning Day, when English and Maths had been woven into the curriculum. A comment was made that integrating maths and English into the curriculum would help with employability even if it did not result in a qualification. This would tie into the shift in focus from exam success or failure to individual progress.

There was discussion of the need to work with schools early to identify and transition students onto English and maths courses. It was confirmed that the College had increased its attendance at careers fairs to get the message across to parents about the support that would be offered at College for these subjects. Governors suggested that students might accompany staff to careers fairs speak directly to pupils.

The White Paper, Every Child Achieving and Thriving, would have a impact on SEND delivery and was recommended to governors as important reading.

## **4. Student experience and culture**

*Supporting paper by the Vice Principal Education and Personal Development*

Key matters reported and discussed included:

- Overall attendance rates were 77%, 1% higher than the same time the previous year. 8 out of 19 curriculum areas had consistently high attendance, and Sports was an area of notable improvement. Pre-16 attendance was good, which was significant as these learners had often had persistent absenteeism at school.
- Attendance was recognised as a cross-education sector issue. Student Engagement Officers were now in place to work with with persistent English and Maths non-attenders to encourage re-engagement.
- The 2025/26 student induction Survey had a 72% response rate, placing the college in the second quintile nationally. Students reported high satisfaction with communication (95%) and information/guidance (92%).
- Through student voice activities, students described the college as a place for "Fresh Starts," "Growth," and "Education". However, some issues were raised regarding Wi-Fi stability and hardware access in the Edge building.
- A new careers and personal development (PD) team, Innervate, was working across both campuses. PD sessions had been held with input from the Citizens Advice Bureau and Mindworks. There had also been a number of successful social action projects.
- In terms of inclusion, the number of students receiving bursary support had almost doubled, and a 50% rise in students requiring exam concessions was noted. The impact of the work of inclusion mentors was noted. The Zen Den and other quiet areas in the college were working well, particularly in meeting the needs of neurodivergent students.
- A streamlined process had resulted in a 50% reduction in the number of formal complaints compared with the previous year. In response to governors' questions, it was confirmed that there were no apparent trends or clusters of complaints.

## **6. Curriculum Planning/Meeting Local Skills Needs**

### **6.1 Curriculum Planning 2026-27**

*Supporting papers presented by the Vice Principal Curriculum*

Governors noted the recent announcement on the phasing in of V Levels with Education, Finance and Digital the first to be introduced in 2027.

The trajectory was also to change Level 2 pathways into routes into either further study or occupational specialism.

In response to questions, it was confirmed that the reforms were likely to have the greatest impact on Level 3 Travel and Tourism, Sport and Public Services at the college, which would probably be replaced by V Levels. Hospitality and Catering may be a T Level.

It was confirmed that the college was well placed to meet new requirements for a two-year curriculum planning cycle as it was already producing this on a rolling basis.

Governors asked if V Levels were likely to be as popular as A Levels. This was not possible to predict at this stage, but were likely to be attractive to young people who wished to specialise in a vocational area, but retain the flexibility of studying a range of subjects. It was noted that many schools would also be developing V Levels and the scope for partnership should be explored.

A new DfE requirement had been announced that day for all colleges to submit a Transition Statement by 30 June, setting out plans to develop the new qualifications.

It was confirmed that curriculum planning continued to consider skill gaps and labour market needs in Surrey. The draft Surrey Local Skills Improvement Plan (LSIP) 2.0 was in development with a publication date of the end of April. This was broadly the same as the first LSIP with the addition of AI skills. There was also likely to be a focus on Spelthorne as an area of high need. The College's response would be set out in its Annual Accountability Statement 2026-27, due for submission to the DfE by 31 July 2026

**AGREED: That the following would be brought to the June Committee meeting for discussion prior to seeking Corporation approval and submission to the DfE i) The Strategic Transition Statement and ii) The Accountability Statement 2026-27.**

## **6.2 Developing Construction Curriculum in partnership**

The College was actively involved, via the SurreyFE 'spoke' in the new South East Construction Technical Excellence College (SECTEC), led by North Kent College. A £10,000 budget had been received to support the development of the "Anchor Institution" model and boost regional construction provision. Membership of the TEC would open up capital funding opportunities to support curriculum growth in each college.

## **7. Marketing and Recruitment 2026-27**

*Supporting paper by the Head of Marketing*

Through application-to-enrolment conversion data, the College was able to demonstrate the positive impact of its marketing and 'keeping warm' initiatives on improving conversion rates. A new CRM system was giving a better understanding of application data allowing a more targeted approach to follow up.

Applications 2026-27 were up 11% on the same point the previous year. The picture was quite different, however, with a significant rise in early years applications, compared to this being an area for concern the previous year. It was confirmed that growth was in areas of high need as defined within the LSIP.

Progressing students made up 48% of enrolments in 2025/26. The college has set a 60% conversion target for current students to return for the 2026/27 academic year.

A new website was scheduled to go live in July/August 2026. Future marketing would increase focus on Apprenticeships, Adult Learning, and Higher Education.

School Liaison had been strengthened. Taster sessions had been reintroduced, with Year 10 sessions already fully booked. The college had seen an increase in applications from the Top 20 feeder schools.

**ACTION: That a tour of the new website would be provided at a future meeting.**

**9. Date of next meeting**

It was agreed that the June meeting would be moved to Tuesday 16 June at 15:00

Approved as a correct record at the Teaching and Learning Committee meeting on 16 June 2026